AMHERST COLLEGE

2007-08 CATALOG

Digitized by the Internet Archive
in 2014

http://archive.org/details/catalog2007amhe

Amherst College

2007-08 Catalog

TERRAS IRRADIENT
MDCCCXXV

DIRECTIONS FOR CORRESPONDENCE

The post office address of the College is Amherst, Massachusetts, 01002-5000. The telephone number for all departments is (413) 542-2000.

General information about Amherst College is available upon request from the Public Affairs Office, Amherst College, AC #2202, P.O. Box 5000, Amherst, MA 01002-5000.

Specific inquiries on the following subjects should be addressed to the officers named below:

Admission of students and catalog requests	Office of Admission
Alumni	Elizabeth Cannon Smith, *Alumni Secretary and Executive Director of Alumni and Parent Programs*
Business matters	Peter J. Shea, *Treasurer*
Development	Bill Barlow, *Director of Development*
Financial aid	Joe Paul Case, *Dean of Financial Aid*
Public Affairs	Stacey Schmeidel, *Director of Public Affairs*
Student affairs	Benson Lieber, *Dean of Students*
Title IX Coordinator	Frances E. Tuleja, *Associate Dean of Students*
Transcripts and records	Gerald M. Mager, *Registrar*

Catalog preparation by Elizabeth J. Rolander

Amherst College does not discriminate in its admission or employment policies and practices on the basis of factors such as race, sex, sexual orientation, age, color, religion, national origin, disability, or status as a veteran of the Vietnam War era or as a disabled veteran. The College complies with federal and state legislation and regulations regarding non-discrimination. Inquiries should be addressed to the Affirmative Action Officer, Amherst College, P.O. Box 5000, Amherst, Mass. 01002-5000.

Contents

I MISSION STATEMENT 5
CALENDAR 6
THE CORPORATION 8
FACULTY 10
ADMINISTRATIVE AND PROFESSIONAL OFFICERS 29

II AMHERST COLLEGE 41

III ADMISSION 49
TUITION AND FEES 52
FINANCIAL AID 53

IV GENERAL REGULATIONS 59
DEGREE REQUIREMENTS 67

V COURSES OF INSTRUCTION 77

VI PROFESSORSHIPS AND READERSHIPS 385
LECTURESHIPS 390
HONORS 392
FELLOWSHIPS 393
FELLOWS 398
PRIZES AND AWARDS 404
ENROLLMENT 416

I

MISSION STATEMENT

CALENDAR

THE CORPORATION

FACULTY

ADMINISTRATIVE AND PROFESSIONAL OFFICERS

The Mission of Amherst College

Terras irradient
"Let them give light to the world."
1821

Amherst College educates men and women of exceptional potential from all backgrounds so that they may seek, value, and advance knowledge, engage the world around them, and lead principled lives of consequence.

Amherst brings together the most promising students, whatever their financial need, in order to promote diversity of experience and ideas within a purposefully small residential community. Working with faculty, staff, and administrators dedicated to intellectual freedom and the highest standards of instruction in the liberal arts, Amherst undergraduates assume substantial responsibility for undertaking inquiry and for shaping their education within and beyond the curriculum.

Amherst College is committed to learning through close colloquy and to expanding the realm of knowledge through scholarly research and artistic creation at the highest level. Its graduates link learning with leadership—in service to the College, to their communities, and to the world beyond.

College Calendar

2007

August 26, Sunday. New student orientation begins; first-year residences open.

August 30, Thursday. Residences open for upperclass students at 9 a.m.

September 4, Tuesday. First semester classes begin.

September 5, Wednesday. Monday classes will be held.

September 14, Friday. Last day for first semester course changes.

October 6-9, Saturday-Tuesday. Midsemester break.

October 19-21, Friday-Sunday. Homecoming Weekend.

October 26, Friday. Last day for first-year students and first-semester transfer students to obtain permission to withdraw from a course without penalty.

November 1, Thursday. Deadline for students to submit spring 2008 voluntary withdrawal requests, readmission applications, and off-campus housing applications.

November 2-4, Friday-Sunday. Family weekend.

November 8-14, Thursday-Wednesday. Preregistration for second semester.

November 17-25, Saturday-Sunday. Thanksgiving vacation.

December 1, Saturday. Deadline for students to request housing extensions after December 22. (Moore Dormitory will remain open.)

December 12, Wednesday. Last day of first semester classes.

December 17-21, Monday-Friday. First semester examination period.

December 22, Saturday. Residences (except Moore Dormitory) close at 5 p.m.; deadline for '08Es to vacate rooms.

2008

January 2, Wednesday. First semester grades due.

January 4, Friday. Students leaving campus for second semester must vacate residences by 5 p.m.

January 6, Sunday. Residences reopen at 9 a.m.

January 7, Monday. Dining Services resume with breakfast.

January 7-25, Monday-Friday. Interterm.

January 11, Friday. Students returning to campus after being away first semester may access housing at 9 a.m.

January 28, Monday. Second semester classes begin.

February 8, Friday. Last day for second semester course changes.

March 15, Saturday. Deadline for students to submit fall 2008 special program proposals, readmission applications, room draw applications, and fall and full-year study abroad and other leave requests. Deadline for off-campus housing applications for fall semester.

March 15-23, Saturday-Sunday. Spring recess.

April 7-11, Monday-Friday. Preregistration for fall semester 2008.

April 15, Tuesday. Deadline for spring '09 students to submit study abroad and other leave requests.

April 30, Wednesday. Deadline for students to submit summer housing applications and commencement/reunion housing applications, and for upperclass students to apply for financial aid.

May 1, Thursday. Deadline for students to request housing extensions after May 17.

May 9, Friday. Last day of second semester classes.

May 12-16, Monday-Friday. Second semester examination period.

May 17, Saturday. Residences close for non-graduating students at 5 p.m.

May 19, Monday. Senior grades due.

May 21, Wednesday. Underclass grades due.

May 25, Sunday. Commencement.

This calendar is available online at www.amherst.edu/~pubaff/calendar.html

The Corporation

CHAIRMAN OF THE CORPORATION

Jide J. Zeitlin, M.B.A., *New York, New York*

PRESIDENT OF THE COLLEGE

Anthony W. Marx, Ph.D., *Amherst, Massachusetts*

TRUSTEES

Danielle S. Allen, Ph.D., *Chicago, Illinois*
Alan S. Bernstein, M.B.A., *Coral Gables, Florida*
Brian J. Conway, M.B.A., *Boston, Massachusetts*
Colin S. Diver, LL.B., *Portland, Oregon*
William E. Ford, M.B.A., *New York, New York*
Steven M. Gluckstern, Ed.D., *New York, New York*
David A. Kessler, M.D., *San Francisco, California*
Jonathan I. Landman, M.S., *New York, New York*
Richard S. LeFrak, J.D., *New York, New York*
Cullen Murphy, A.B., *Medfield, Massachusetts*
Hope E. Pascucci, A.B., *Needham, Massachusetts*
Paula K. Rauch, M.D., *Boston, Massachusetts*
Joseph E. Stiglitz, Ph.D., *New York, New York*
Blair H. Taylor, M.B.A., *Los Angeles, California*
Scott F. Turow, J.D., *Chicago, Illinois*
Diana Chapman Walsh, Ph.D., *Brookline, Massachusetts*
Karen Hastie Williams, J.D., *Washington, D.C.*
Laura J. Yerkovich, M.B.A., *New York, New York*

LIFE TRUSTEES

K. Frank Austen, M.D., *Boston, Massachusetts*
George B. Beitzel*, M.B.A., *Chappaqua, New York*
Martha L. Byorum, M.B.A., *New York, New York*
Theodore L. Cross, J.D., *Princeton, New Jersey*
Rosanne M. Haggerty, A.B., *New York, New York*
Amos B. Hostetter, Jr.*, M.B.A., *Boston, Massachusetts*
Charles A. Lewis, M.B.A., *Evanston, Illinois*
Charles R. Longsworth*, M.B.A., *Royalston, Massachusetts*
Robert J. McKean, Jr., LL.B., *Lantana, Florida*
Mary Patterson McPherson, Ph.D., *Rosemont, Pennsylvania*
Peter A. Nadosy, M.B.A., *New York, New York*
Edward N. Ney, A.B., *New York, New York*
Edward E. Phillips, LL.B., *Weston, Massachusetts*
H. Axel Schupf, M.B.A., *New York, New York*
George L. Shinn*, Ph.D., *Scarborough, Maine*
John I. Williams, Jr., J.D., *Jamaica Plain, Massachusetts*
Philip S. Winterer, LL.B., *New York, New York*

---

*Chair Emeritus

TRUSTEES EMERITI

John E. Abele, A.B., *Natick, Massachusetts*
Kenneth H. Bacon, M.B.A., *Washington, D.C.*
Margaret A. Bangser, M.P.P.M., *Tanzania*
Paul E. Bragdon, LL.B., *Portland, Oregon*
Robert W. Carington, M.Arch., *Bloomfield Hills, Michigan*
Katherine K. Chia, M.Arch., *New York, New York*
William A. Davis, Jr., J.D., *Washington, D.C.*
Michele Y. Deitch, J.D., *Austin, Texas*
Charles C. Eldredge, Ph.D., *Lawrence, Kansas*
Willie J. Epps, Jr., J.D., *Kansas City, Missouri*
John C. Esty, Jr., M.A., *Concord, Massachusetts*
Nicholas M. Evans, M.B.A., *Vero Beach, Florida*
Richard F. Hubert, A.B., *Rye Brook, New York*
George R. Johnson, Jr., J.D., *Washington, D.C.*
Woodward Kingman, M.B.A., *Belvedere, California*
David L. Kirp, LL.B., *San Francisco, California*
Thai-Hi T. Lee, M.B.A., *Somerset, New Jersey*
Van Doorn Ooms, Ph.D., *Bethesda, Maryland*
Stephen B. Oresman, M.B.A., *Darien, Connecticut*
George E. Peterson, Ph.D., *Washington, D.C.*
Mark J. Sandler, LL.B., *New York, New York*
W. Lloyd Snyder III, M.B.A., *Philadelphia, Pennsylvania*
Joan E. Spero, Ph.D., *New York, New York*
Richard R. Spies, Ph.D., *Providence, Rhode Island*
Bradley A. Stirn, M.B.A., *Woodside, California*
Louis B. Thalheimer, J.D., *Towson, Maryland*
Jane D. Weinberger, B.S., *Washington, D.C.*
Gail T. Wickes, Ph.D., *Dallas, Texas*
W. Willard Wirtz, LL.B., *Washington, D.C.*
David S. Wolff, M.B.A., *Houston, Texas*
Kimba M. Wood, J.D., *New York, New York*
Robert L. Woodbury, Ph.D., *Harpswell, Maine*

SECRETARY OF THE CORPORATION

Susan Pikor, A.B., *Amherst, Massachusetts*

CORPORATE NAME

The Trustees of Amherst College

Faculty and Administrators

EMERITI

Tom Gerety, *President* and *Professor of Philosophy, Emeritus.* B.A. (1969), M.Phil. (1974), J.D. (1976), Ph.D. (1976) Yale University; A.M. (hon. 1995) Amherst College; L.H.D. (hon.1996) Doshisha University; LL.D. (hon. 1995) Williams College, (hon. 2001) Wesleyan University, (hon. 2003) Amherst College.

Peter R. Pouncey, *President* and *Edwin F. and Jessie Burnell Fobes Professor in Greek (Classics), Emeritus.* B.A. (1964), M.A. (1967) Oxford University; Ph.D. (1969) Columbia University; A.M. (hon. 1985) Amherst College; L.H.D. (hon. 1987) Doshisha University, (hon. 1990) Trinity College; LL.D. (hon. 1985) Williams College, (hon. 1989) Wesleyan University, (hon. 1995) Amherst College.

Ralph E. Beals, *Clarence Francis Professor of Economics, Emeritus.* B.S. (1958) University of Kentucky; M.A. (1959) Northwestern University; Ph.D. (1970) Massachusetts Institute of Technology; A.M. (hon. 1971) Amherst College.

Edward S. Belt, *Samuel A. Hitchcock Professor in Mineralogy and Geology, Emeritus.* B.A. (1955) Williams College; M.A. (1957) Harvard University; Ph.D. (1963) Yale University; A.M. (hon. 1978) Amherst College.

Michael Birtwistle, *Stanley King '03 Professor of Dramatic Arts (Theater and Dance), Emeritus.* B.A. (1960) Wesleyan University; M.F.A. (1962), Ph.D. (1967) Tulane University; A.M. (hon. 1985) Amherst College.

Willis E. Bridegam, Jr., *Librarian of the College, Emeritus.* B. Mus. (1957) Eastman School of Music; M.S. (1964) Syracuse University; A.M. (hon. 1985) Amherst College.

Gerald P. Brophy, *Samuel A. Hitchcock Professor of Mineralogy and Geology, Emeritus.* B.A. (1951), M.A. (1953), Ph.D. (1954) Columbia University; A.M. (hon. 1968) Amherst College.

Mavis C. Campbell, *Professor of History, Emerita.* B.S. (1958), M.S. (1960), Ph.D. (1971) University of London; A.M. (hon. 1983) Amherst College.

Fredric L. Cheyette, *Professor of History, Emeritus.* A.B. (1953) Princeton University; M.A. (1954), Ph.D. (1959) Harvard University; A.M. (hon. 1974) Amherst College.

Richard J. Cody, *Eliza J. Clark Folger Professor of English, Emeritus.* B.A. (1952) University of London (University College, Southampton); M.A. (1958), Ph.D. (1961) University of Minnesota; A.M. (hon. 1968) Amherst College.

James Q. Denton, *Professor of Mathematics, Emeritus.* B.S. (1951) California Institute of Technology; M.S. (1958), Ph.D. (1962) University of Oregon; A.M. (hon. 1974) Amherst College.

Richard D. Fink, *George H. Corey Professor of Chemistry, Emeritus.* A.B. (1958) Harvard University; Ph.D. (1962) Massachusetts Institute of Technology; A.M. (hon. 1971) Amherst College; L.H.D. (1988) Doshisha University.

Joel E. Gordon, *Stone Professor of Natural Science (Physics), Emeritus.* A.B. (1952) Harvard University; Ph.D. (1958) University of California at Berkeley; A.M. (hon. 1969) Amherst College.

Robert F. Grose, *Professor of Psychology, Emeritus.* B.A. (1944), M.S. (1947), Ph.D. (1953) Yale University; A.M. (hon. 1970) Amherst College.

Werner L. Gundersheimer, *Adjunct Professor of History and Director of the Folger Shakespeare Library, Emeritus.* A.B. (1959) Amherst College; M.A. (1960), Ph.D. (1963) Harvard University; D.H.L. (hon. 1984) Amherst College, (hon. 1998) Davidson College; D.L. (hon. 1989) Williams College, (hon. 1991) Muhlenberg College.

John B. Halsted, *Winkley Professor of History, Emeritus.* B.A. (1948), M.A. (1949) Wesleyan University; Ph.D. (1954) Columbia University; A.M. (hon. 1966) Amherst College.

Hugh D. Hawkins, *Anson D. Morse Professor of History and American Studies, Emeritus.* B.A. (1950) DePauw University; Ph.D. (1954) The Johns Hopkins University; A.M. (hon. 1969) Amherst College.

Kurt Maximilian Hertzfeld, *Treasurer, Emeritus.* B.A. (1941), M.B.A. (1942) Harvard University; A.M. (hon. 1969) Amherst College.

William M. Hexter, *Edward S. Harkness Professor of Biology, Emeritus.* B.A. (1949), M.A. (1951), Ph.D. (1953) University of California at Berkeley; A.M. (hon. 1966) Amherst College.

Robert C. Hilborn, *Amanda and Lisa Cross Professor of Physics, Emeritus.* B.A. (1966) Lehigh University; M.A. (1967), Ph.D. (1971) Harvard University; A.M. (hon. 1987) Amherst College.

William E. Kennick, *G. Henry Whitcomb Professor of Philosophy, Emeritus.* B.A. (1945) Oberlin College; Ph.D. (1952) Cornell University; A.M. (hon. 1962) Amherst College.

Heinz Kohler, *Willard Long Thorp Professor of Economics, Emeritus.* B.A. (1956) Free University of Berlin; M.A. (1958), Ph.D. (1961) University of Michigan; A.M. (hon. 1969) Amherst College.

Allen Kropf, *Julian H. Gibbs Professor in the Natural and Mathematical Sciences (Chemistry), Emeritus.* B.S. (1951) Queens College; Ph.D. (1954) University of Utah; A.M. (hon. 1969) Amherst College.

J. Tracy Mehr, *Professor of Physical Education, Emeritus.* B.A. (1950) Holy Cross College; M.B.A. (1967) Boston College; A.M. (hon. 1979) Amherst College.

Ray A. Moore, *Professor of History and Asian Languages and Civilizations, Emeritus.* B.A. (1958), M.A. (1960), Ph.D. (1968) University of Michigan; A.M. (hon. 1976) Amherst College.

John Pemberton III, *Stanley Warfield Crosby Professor of Religion, Emeritus.* B.A. (1948) Princeton University; B.D. (1952), Ph.D. (1958) Duke University; A.M. (hon. 1967) Amherst College.

Donald S. Pitkin, *Professor of Anthropology, Emeritus.* B.A. (1947), M.A. (1950), Ph.D. (1954) Harvard University; A.M. (hon. 1966) Amherst College.

David B. Reck, *Professor of Music and Asian Languages and Civilizations, Emeritus.* B. Mus. (1956) University of Houston; M.Mus. (1959) University of Texas; Ph.D. (1983) Wesleyan University; A.M. (hon. 1986) Amherst College.

Robert H. Romer, *Professor of Physics, Emeritus.* A.B. (1952) Amherst College; Ph.D. (1955) Princeton University.

Carl N. Schmalz, Jr., *Professor of Fine Arts, Emeritus.* B.A. (1948), M.A. (1949), Ph.D. (1958) Harvard University; A.M. (hon. 1969) Amherst College.

Viktoria A. Schweitzer, *Senior Lecturer in Russian, Emerita.* M.A. (1955) Moscow State University.

Marc S. Silver, *Massachusetts Professor of Chemistry, Emeritus.* B.A. (1955) Harvard University; Ph.D. (1959) California Institute of Technology; A.M. (hon. 1969) Amherst College.

Charles A. Sorenson, *Professor of Psychology (Neuroscience), Emeritus.* B.A. (1966) University of California at Berkeley; Ph.D. (1971) University of California at Los Angeles; A.M. (hon. 1984) Amherst College.

M. Lewis Spratlan, *Peter R. Pouncey Professor of Music, Emeritus.* B.A. (1962), M.Mus. (1965) Yale University; A.M. (hon. 1980) Amherst College.

Donald O. White, *Professor of German, Emeritus.* B.A. (1953), M.A. (1956), Ph.D. (1963) Yale University; A.M. (hon. 1970) Amherst College.

FACULTY

Symbols beside names indicate: *On leave 2007-08.
†On leave first semester 2007-08.
‡On leave second semester 2007-08.

Rowland O. Abiodun, *John C. Newton Professor of Art and Art History and Black Studies.* B.A. (1965) Ahmadu Bello University, Nigeria; M.A. (1969) University of Toronto; A.M. (hon. 1992) Amherst College.

Sami Alpanda*, *Assistant Professor of Economics.* B.A. (1998) Bogazici University, Istanbul; M.A. (2003), Ph.D. (2004) University of Minnesota.

David Arbesú Fernández, *Lecturer in Spanish.* B.A. (1999), M.A. (2001) University of Oviedo, Spain; M.A. (2005) University of Massachusetts at Amherst.

Elizabeth J. Aries, *Professor of Psychology.* B.A. (1969) University of Michigan; M.A. (1971), Ph.D. (1973) Harvard University; A.M. (hon. 1989) Amherst College.

Hadley P. Arkes, *Edward N. Ney Professor in American Institutions (Political Science).* B.A. (1962) University of Illinois; Ph.D. (1967) University of Chicago; A.M. (hon. 1977) Amherst College.

David L. Armacost, *Professor of Mathematics.* B.A. (1965) Pomona College; M.S. (1966), Ph.D. (1969) Stanford University; A.M. (hon. 1980) Amherst College.

Raphael Atlas, *Visiting Associate Professor of Music.* B.Mus. (1976) Oberlin College; M.Phil. (1979), Ph.D. (1983) Yale University.

Lawrence Alan Babb, *Willem Schupf Professor of Asian Languages and Civilizations and Professor of Anthropology.* B.A. (1963) University of Michigan; M.A. (1965), Ph.D. (1969) University of Rochester; A.M. (hon. 1980) Amherst College.

Tatyana Babyonyshev, *Senior Lecturer in Russian.* M.A. (1983) Moscow State University.

John-Paul Baird, *Assistant Professor of Psychology (Neuroscience).* B.Sc. (1992) University of Toronto; M.A. (1993), Ph.D. (1997) University of Pennsylvania.

Michèle A. Barale*, *Professor of English and Women's and Gender Studies.* B.A. (1968), M.A. (1975) Loyola University; Ph.D. (1983) University of Colorado; A.M. (hon. 2002) Amherst College.

Daniel P. Barbezat, *Professor of Economics.* B.A. (1982) Southern Illinois University at Carbondale; M.S. (1984), Ph.D. (1988) University of Illinois at Champaign; A.M. (hon. 2001) Amherst College.

Carleen R. Basler*, *Assistant Professor of American Studies and Sociology.* B.A. (1991) University of California at Los Angeles; M.A. (1998), M.Ph. (1999), Ph.D. (2003) Yale University.

Amrita Basu, *Domenic J. Paino 1955 Professor of Political Science and Women's and Gender Studies.* B.A. (1975) Cornell University; M.A. (1977), M.Phil. (1978), Ph.D. (1984) Columbia University; A.M. (hon. 1994) Amherst College.

Debbora Battaglia, *Visiting Professor of Anthropology.* B.A. (1971) University of California at Santa Barbara; M.Lit. (1975), Ph.D. (1981) Cambridge University.

Robert L. Benedetto, *Assistant Professor of Mathematics.* A.B. (1993) Harvard University; Sc.M. (1996), Ph.D. (1998) Brown University.

Robert J. Bezucha, *George Daniel Olds Professor of Economics and Social Institutions (History).* B.A. (1962) Lawrence University; M.A. (1963), Ph.D. (1968) University of Michigan; A.M. (hon. 1981) Amherst College.

Anthony C. Bishop, *Assistant Professor of Chemistry.* B.A. (1993) University of California at San Diego; Ph.D. (2000) Princeton University.

Anston L. Bosman, *Associate Professor of English.* B.A. (1990) University of Cape Town, South Africa; B.A. (1992) University of Witwatersrand; Ph.D. (2000) Stanford University.

Scott Arlen Bradbury, *Visiting Professor of Classics.* A.B. (1976) Amherst College; B.A., M.A. (1979) Corpus Christi College, Oxford; Ph.D. (1986) University of California at Berkeley.

Ute T. Brandes†, *Professor of German.* B.A. (1972), M.A. (1974) University of New Hampshire; Ph.D. (1982) Harvard University; A.M. (hon. 1993) Amherst College.

Sara J. Brenneis, *Assistant Professor of Spanish.* B.A. (1998) Wesleyan University; M.A. (2002), Ph.D. (2007) University of California at Berkeley.

Fumiko U. Brown, *Five College Lecturer in Japanese.* B.A. (1989) International Christian University, Tokyo; M.A. (2005) University of Massachusetts at Amherst.

Kristin Bumiller, *Professor of Political Science and Women's and Gender Studies.* B.A. (1979), M.A. (1979) Northwestern University; Ph.D. (1984) University of Wisconsin at Madison; A.M. (hon. 2001) Amherst College.

Brian D. Bunk, *Visiting Lecturer in History.* B.A. (1992) University of Minnesota at Minneapolis; M.A. (1995), Ph.D. (2000) University of Wisconsin at Madison.

Sandra L. Burkett*, *Associate Professor of Chemistry.* A.B. (1990) Princeton University; Ph.D. (1995) California Institute of Technology.

Gregory S. Call, *Professor of Mathematics.* A.B. (1980) Dartmouth College; A.M. (1981), Ph.D. (1986) Harvard University; A.M. (hon. 2001) Amherst College.

John A. Cameron, *Professor of English.* B.A. (1952), M.A. (1957), Ph.D. (1963) Yale University; Diploma (1955) University of Edinburgh; A.M. (hon. 1970) Amherst College.

Jay L. Caplan, *Professor of French.* A.B. (1967) Oberlin College; M.A. (1969), Ph.D. (1973) Yale University; A.M. (hon. 1991) Amherst College.

Karen M. Cardozo, *Five College Visiting Assistant Professor of American Studies.* B.A. (1988) Haverford College; M.Ed. (1993) Harvard University; Ph.D. (2005) University of Massachusetts at Amherst.

José Celso de Castro Alves, *Assistant Professor of Black Studies and History.* B.A. (1995) University of Texas at Austin; M. Phil. (2000), M.A. (2001), Ph.D. (2006) Yale University.

Alexander Chee, *Visiting Writer.* B.A. (1989) Wesleyan University; M.F.A. (1994) University of Iowa.

John T. Cheney, *Samuel A. Hitchcock Professor of Mineralogy and Geology.* B.A. (1970), M.A. (1972) University of Montana; Ph.D. (1975) University of Wisconsin at Madison; A.M. (hon. 1987) Amherst College.

Mallorie Chernin, *Conductor and Director of the Choral Music Program.* B.Mus. (1976) University of Wisconsin; M.Mus. (1978) Westminster Choir College.

Howell D. Chickering, Jr., *G. Armour Craig Professor of Language and Literature.* B.A. (1959) Dartmouth College; Ph.D. (1965) Indiana University; A.M. (hon. 1976) Amherst College.

Amira Choucair, *Visiting Assistant Professor of Chemistry.* B.S. (1999) American University of Beirut, Lebanon; Ph.D. (2004) McGill University, Montreal.

Catherine A. Ciepiela‡, *Professor of Russian.* A.B. (1983) Amherst College; M.A. (1985), Ph.D. (1992) Yale University.

Carol C. Clark, *Professor of Art and Art History and American Studies.* A.B. (1969), M.A. (1971) University of Michigan; Ph.D. (1981) Case Western Reserve University; A.M. (hon. 1992) Amherst College.

Ethan D. Clotfelter, *Assistant Professor of Biology and Neuroscience.* B.A. (1991) University of North Carolina at Chapel Hill; M.S. (1994), Ph.D. (1998) University of Wisconsin at Madison.

Rhonda Cobham-Sander, *William R. Kenan, Jr. Professor of Black Studies and English.* B.A. (1974) University of the West Indies; Ph.D. (1982) University of Saint Andrews; A.M. (hon. 1998) Amherst College.

Ariel Gonzalez Cohen, *Five College Lecturer in Dance.* B.A. (2000) University of Massachusetts at Amherst; M.F.A. (2007) Smith College.

Constance S. Congdon, *Playwright-in-Residence.* B.A. (1969) University of Colorado; M.F.A. (1982) University of Massachusetts at Amherst.

Edward A. Connors, *Visiting Professor of Mathematics.* A.B. (1962) College of the Holy Cross; M.A. (1964) University of Massachusetts at Amherst; Ph.D. (1969) University of Notre Dame.

Margery C. Coombs, *Adjunct Professor of Geology.* A.B. (1967) Oberlin College; M.A. (1963), Ph.D. (1973) Columbia University.

Javier Corrales, *Associate Professor of Political Science.* B.S. (1986) Georgetown University; Ph.D. (1996) Harvard University.

Nicola M. Courtright, *Professor of Art and Art History.* B.A. (1976) Oberlin College; M.A. (1978) Yale University; Ph.D. (1990) The Institute of Fine Arts, New York University; A.M. (hon. 2004) Amherst College.

Francis G. Couvares, *E. Dwight Salmon Professor of History and American Studies.* B.A. (1969) University of Pittsburgh; M.A. (1973), Ph.D. (1980) University of Michigan; A.M. (hon. 1993) Amherst College.

David A. Cox†, *William J. Walker Professor of Mathematics.* B.A. (1970) Rice University; Ph.D. (1975) Princeton University; A.M. (hon. 1988) Amherst College.

Peter D. Crowley*, *Professor of Geology and Director of the Museum of Natural History.* B.Sc. (1979) McGill University; Ph.D. (1985) Massachusetts Institute of Technology; A.M. (hon. 1998) Amherst College.

Douglas Culhane, *Visiting Lecturer in Art and Art History.* B.A. (1979) Colgate University; M.A. (1982) University of Iowa.

Peter Czap, Jr.‡, *Henry Winkley Professor of History.* B.A. (1953) Rutgers University; Ph.D. (1959) Cornell University; A.M. (hon. 1973) Amherst College.

Cynthia Damon*, *Professor of Classics.* B.A. (1979) Stanford University; M.A. (1984) Boston College; Ph.D. (1990) Stanford University; A.M. (hon. 2004) Amherst College.

Nicholas Campbell Darnton, *Visiting Assistant Professor of Physics.* A.B. (1992) Harvard College; Ph.D. (2002) Princeton University.

Rosalina de la Carrera†, *Professor of French.* B.A. (1973) Carleton College; M.A. (1977) Cornell University; Ph.D. (1985) The Johns Hopkins University; A.M. (hon. 1996) Amherst College.

Paula Debnar, *Visiting Associate Professor of Classics*, A.B. (1977) Colby College; M.Phil. (1987), Ph.D. (1989) Yale University.

David P. Delaney, *Senior Lecturer in Law, Jurisprudence and Social Thought.* B.A. (1987) San Francisco State University; M.S. (1989), Ph.D. (1995) University of Wisconsin at Madison.

Amy P. Demorest, *Professor of Psychology.* B.A. (1979) Williams College; Ph.D. (1987) Duke University; A.M. (hon. 2001) Amherst College.

Jerry P. Dennerline, *Olin Professor in Asian Studies (History and Asian Languages and Civilizations).* B.A. (1964) Wabash College; M.A. (1966), Ph.D. (1973) Yale University; A.M. (hon. 1987) Amherst College.

Bruce P. Diehl, *Senior Lecturer in Music and Director of Jazz Ensemble.* B.Mus. (1990) Eastman School of Music; M.M. (1995) University of Massachusetts at Amherst.

Daniel R. DiSalvo, *Andrew W. Mellon Visiting Assistant Professor, American Founding, President's Initiative Fund.* B.A. (1998) Skidmore College; M.A. (2000) Fordham University; Ph.D. (2006) University of Virginia.

Jan E. Dizard, *Charles Hamilton Houston Professor in American Culture (Sociology) and Pick Reader.* B.A. (1962) University of Minnesota at Duluth; M.A. (1964), Ph.D. (1967) University of Chicago; A.M. (hon. 1978) Amherst College.

Andrew C. Dole*, *Assistant Professor of Religion.* B.A. (1989) Yale University; M.A. (1997) Yale Divinity School; Ph.D. (2004) Yale University.

Christopher T. Dole*, *Assistant Professor of Anthropology.* B.A. (1992) Baylor University; M.A. (1996), Ph.D. (2002) Case Western Reserve University.

Robert Doran, *Samuel Williston Professor of Greek and Hebrew (Religion).* S.T.Lect. (1967) Blackfriars Seminary; S.T.Lic. (1970) Universita di S. Tommaso; L.S.S. (1971) Pontifical Biblical Institute; Th.D. (1977) Harvard Divinity School; A.M. (hon. 1990) Amherst College.

Suzanne P. Dougan, *Professor of Theater and Dance and Director of Theatrical Productions.* A.B. (1973) Vassar College; M.F.A. (1979) Yale School of Drama; A.M. (hon. 1996) Amherst College.

Lawrence R. Douglas, *James J. Grosfeld Professor of Law, Jurisprudence and Social Thought.* A.B. (1982) Brown University; M.A. (1986) Columbia University; J.D. (1989) Yale Law School.

John E. Drabinski, *Visiting Lecturer in Black Studies.* B.A. (1991) Seattle University; M.A. (1993), Ph.D. (1996) University of Memphis.

Thomas L. Dumm, *Professor of Political Science.* B.A. (1976), M.A. (1978) Pennsylvania State University; Ph.D. (1984) Cornell University; A.M. (hon. 1997) Amherst College.

Alicia E. Ellis, *Visiting Assistant Professor of Women's and Gender Studies.* A.B. (1997) Amherst College; M.A. (2002), M.A. (2004), M.Phil. (2005) Yale University.

Jeffers L. Engelhardt, *Assistant Professor of Music.* B.M. (1998) Oberlin College Conservatory of Music; M.A. (2000), Ph.D. (2005) University of Chicago.

Catherine Epstein*, *Associate Professor of History.* A.B. (1985) Brown University; M.Sc. (1987) London School of Economics; Ph.D. (1998) Harvard University.

Wendy Taylor Ewald, *Visiting Artist-in-Residence.* B.A. (1974) Antioch College.

Jeffrey B. Ferguson, *Associate Professor of Black Studies and American Studies.* B.A. (1985) Harvard College; Ph.D. (1999) Harvard University.

Patricia Ferrer-Medina, *Lecturer in Spanish.* B.A. (1998) University of Puerto Rico at Mayagüez; M.A. (2003) Rutgers University.

Rob Foels, *Visiting Assistant Professor of Psychology.* B.A. (1994) University of Iowa at Iowa City; M.S. (1999), Ph.D. (2005) Syracuse University.

Judith E. Frank, *Professor of English.* B.A. (1981) The Hebrew University of Jerusalem; M.A. (1986), M.F.A. (1987), Ph.D. (1990) Cornell University; A.M. (hon. 2002) Amherst College.

Jonathan R. Friedman, *Assistant Professor of Physics.* B.A (1987) Vassar College; Ph.D. (1996) City College of New York.

Betsey Garand, *Visiting Assistant Professor of Art and Art History.* B.F.A. (1981) University of New Hampshire; M.F.A. (1983) Tyler School of Art, Temple University.

Kenneth J. Garden, *Visiting Assistant Professor of Religion.* B.A. (1991) University of Wisconsin at Madison; Ph.D. (2005) University of Chicago.

Jyl Gentzler, *Professor of Philosophy.* A.B. (1985) Bryn Mawr College; M.A. (1988), Ph.D. (1991) Cornell University; A.M. (hon. 2003) Amherst College.

Alexander George‡, *Professor of Philosophy.* B.A. (1979) Columbia College; M.A. (1983), Ph.D. (1986) Harvard University; A.M. (hon. 2001) Amherst College.

Stephen A. George, *The Manwell Family Professor of Life Sciences (Biology and Neuroscience).* B.S. (1964) University of British Columbia; Ph.D. (1970) The Johns Hopkins University; A.M. (hon. 1984) Amherst College.

Deborah B. Gewertz, *G. Henry Whitcomb 1874 Professor of Anthropology.* B.A. (1969) Queens College; Ph.D. (1977) City University of New York; A.M. (hon. 1988) Amherst College.

Heidi L. Gilpin*, *Associate Professor of German.* A.B. (1984) Amherst College; A.M. (1987), Ph.D. (1993) Harvard University.

Sergey Glebov, *Five College Assistant Professor of Russian.* M.A. (1999) Central European University, Budapest; Ph.D. (2004) Rutgers University.

David Gloman, *Visiting Lecturer in Art and Art History.* B.F.A. (1983) Indiana University; M.F.A. (1986) Yale University.

Miriam R. Goheen, *Professor of Anthropology and Black Studies.* B.A. (1976) Oregon State University; A.M. (1978), Ph.D. (1984) Harvard University; A.M. (hon. 1998) Amherst College.

Ronald Neil Goldman, *Visiting Lecturer in Computer Science.* B.S. (1968) Massachusetts Institute of Technology; M.A., Ph.D. (1973) The Johns Hopkins University.

Richard A. Goldsby, *Professor of Biology and John Woodruff Simpson Lecturer.* B.A. (1957) University of Kansas; Ph.D. (1961) University of California at Berkeley; A.M. (hon. 1985) Amherst College.

Peter J. Gooding†, *Parmly Billings Professor of Hygiene and Physical Education.* D.L.C. (1964) Loughborough College; M.S. (1967) University of Massachusetts at Amherst; A.M. (hon. 1981) Amherst College.

Caroline E. Goutte†, *Associate Professor of Biology.* B.A. (1985) Cornell University; Ph.D. (1992) University of California at San Francisco.

George S. Greenstein, *Sidney Dillon Professor of Astronomy.* B.S. (1962) Stanford University; Ph.D. (1968) Yale University; A.M. (hon. 1983) Amherst College.

Frederick T. Griffiths, *Class of 1880 Professor in Greek (Classics) and Professor of Women's and Gender Studies.* B.A. (1969) Yale College; M.A. (1972), Ph.D. (1974) Harvard University; A.M. (hon. 1984) Amherst College.

Allen Guttmann, *Emily C. Jordan Folger Professor of English and American Studies.* B.A. (1953) University of Florida; M.A. (1956) Columbia University; Ph.D. (1961) University of Minnesota; A.M. (hon. 1971) Amherst College.

James Whitey Hagadorn, *Assistant Professor of Geology.* B.A. (1991) University of Pennsylvania; M.S. (1995), Ph.D. (1998) University of Southern California.

Richard Halgin, *Visiting Professor of Psychology.* B.A. (1970) Mount St. Paul; M.A. (1972), Ph.D. (1975) Fordham University.

Daniel Hall, *Writer-in-Residence.*

David Sumner Hall, *Associate Professor of Physics.* A.B. (1991) Amherst College; A.M. (1994), Ph.D. (1997) Harvard University.

David E. Hansen, *Rachel and Michael Deutch Professor of Chemistry.* Sc.B. (1979) Brown University; Ph.D. (1986) Harvard University; A.M. (hon. 1996) Amherst College.

Tekla A. Harms, *Professor of Geology and Acting Director of the Museum of Natural History.* A.B. (1977) Bryn Mawr College; M.Sc. (1982) Queen's University, Kingston, Ontario; Ph.D. (1986) University of Arizona; A.M. (hon. 1999) Amherst College.

James Harold, *Visiting Assistant Professor of Philosophy.* B.A. (1993) Oberlin College; Ph.D. (2001) University of Minnesota, Twin Cities.

Allen J. Hart, *Professor of Psychology.* A.B. (1982) Amherst College; A.M. (1989), Ph.D. (1991) Harvard University.

Maria Heim, *Assistant Professor of Religion.* B.A. (1991) Reed College; Ph.D. (1999) Harvard University.

Leah D. Hewitt, *Professor of French.* B.A. (1972) Kent State University; M.A. (1974), Ph.D. (1979) University of California at Berkeley; A.M. (hon. 1995) Amherst College.

Jerome L. Himmelstein, *Andrew W. Mellon Professor of Sociology.* B.A. (1970) Columbia College; M.A. (1972), Ph.D. (1979) University of California at Berkeley; A.M. (hon. 1994) Amherst College.

Adam Honig*, *Assistant Professor of Economics.* B.A. (1997), M.A. (2000), M.Phil. (2001), Ph.D. (2004) Columbia University.

Michael E. Hood, *Assistant Professor of Biology.* B.A. (1991), M.S. (1992) University of Virginia; Ph.D. (1996) North Carolina State University.

Dale Hudson, *Visiting Assistant Professor of English.* B.A. (1987) Bucknell University; M.A. (1991) New York University; Ph.D. (2004) University of Massachusetts at Amherst.

Margaret R. Hunt, *Professor of History and Women's and Gender Studies.* A.B. (1976) Radcliffe College; M.T.S. (1978) Harvard Divinity School; Ph.D. (1986) New York University; A.M. (hon. 1998) Amherst College.

Larry R. Hunter, *Stone Professor of Natural Sciences (Physics).* B.A. (1974) Columbia University; M.A. (1978), Ph.D. (1981) University of California at Berkeley; A.M. (hon. 1992) Amherst College.

Nasser Hussain, *Assistant Professor of Law, Jurisprudence and Social Thought.* B.A. (1988) Yale University; M.S. (1990), Ph.D. (1995) University of California at Berkeley.

Benjamin A. Hutz, *Visiting Assistant Professor of Mathematics.* B.S. (2000) Duke University; M.S. (2004), Ph.D. (2007) Brown University.

Jun Ishii, *Assistant Professor of Economics.* B.A. (1995) Rice University; Ph.D. (2001) Stanford University.

Kannan Jagannathan, *Bruce B. Benson '43 and Lucy Wilson Benson Professor of Physics.* B.Sc. (1973) Loyola College; M.Sc. (1975) Indian Institute of Technology, Madras; M.A. (1977), Ph.D. (1980) University of Rochester; A.M. (hon. 1993) Amherst College.

Christopher Johnson, *Visiting Lecturer in English.* A.B. (1995) Amherst College.

Jenny L. Kallick, *Professor of Music.* B. Mus. (1969) University of Southern California; M.M.A. (1973) Yale School of Music; M.Phil. (1986), Ph.D. (1987) Yale University; A.M. (hon. 1996) Amherst College.

Scott F. Kaplan, *Associate Professor of Computer Science.* A.B. (1995) Amherst College; Ph.D. (1999) University of Texas at Austin.

Laure G. Katsaros, *Assistant Professor of French.* Maîtrise (1995) Ecole Normale Superiéure, Paris; Thèse de doctorat (2000) University Paris VII-Denis Diderot; Ph.D. (2003) Yale University.

Ikumi Kayama, *Lecturer in Asian Languages and Civilizations (Japanese).* B.A. (1991) Aoyama Gakuin University; M.Ed. (2000) University of Massachusetts at Amherst.

Thomas R. Kearns, *William H. Hastie Professor of Philosophy and Professor of Law, Jurisprudence and Social Thought.* A.B. (1959) University of Illinois; LL.B. (1962), M.A. (1964) University of California at Berkeley; Ph.D. (1968) University of Wisconsin; A.M. (hon. 1981) Amherst College.

Carol W. Kellert, *Professor of Art and Art History.* B.A. (1974) Manchester College; M.F.A. (1980) Boston University School for the Arts; A.M. (hon. 2005) Amherst College.

Carol Solomon Kiefer, *Visiting Lecturer in Sociology.* B.A. (1975) LaSalle College; M.A. (1978), Ph.D. (1987) University of Pittsburgh.

Justin F. Kimball, *Visiting Assistant Professor of Art and Art History.* B.F.A. (1985) Rhode Island School of Design; M.F.A. (1990) Yale University School of Art.

Jeremy King, *Visiting Associate Professor of History.* B.A. (1985) Yale College; Ph.D. (1998) Columbia University.

Christopher G. Kingston, *Assistant Professor of Economics.* B.A. (1994) Trinity College, Dublin, Ireland; Ph.D. (2001) Stanford University.

Michael T. Klare, *Five College Professor of Peace and World Security Studies (Political Science).* B.A. (1963), M.A. (1968) Columbia University; Ph.D. (1976) Union Institute.

Lucretia Knapp, *Five College Visiting Lecturer in English.* M.A. (1985), M.S. (1990) Ohio State University; M.F.A. (1997) University of Michigan at Ann Arbor.

Michael Mitsuo Kunichika, *Visiting Assistant Professor of Russian.* B.A. (1999) Reed College; M.A. (2002), Ph.D. (2007) University of California at Berkeley.

Joseph N. Kushick, *Professor of Chemistry.* A.B. (1969) Columbia College; Ph.D. (1975) Columbia University; A.M. (hon. 1988) Amherst College.

Doreen Lee, *Visiting Assistant Professor of Political Science.* B.A. (2000) New York University; M.A. (2003), Ph.D. (2007) Cornell University.

Tanya L. Leise, *Assistant Professor of Mathematics.* B.S. (1993) Stanford University; M.S. (1995), Ph.D. (1998) Texas A&M University.

Ronald A. Lembo, *Professor of Sociology.* B.A. (1974) University of Massachusetts at Boston; M.A. (1980) University of California at Santa Barbara; Ph.D. (1989) University of California at Berkeley; A.M. (hon. 2005) Amherst College.

Helen O. Leung‡, *Professor of Chemistry.* B.S. (1982), B.A. (1983) California State University at Northridge; M.A. (1985), Ph.D. (1988) Harvard University; A.M. (hon. 2003) Amherst College.

N. Gordon Levin, Jr., *Dwight Morrow Professor of History and American Studies.* B.A. (1956) Yale University; Ph.D. (1967) Harvard University; A.M. (hon. 1975) Amherst College.

Javier Lezaun, *Visiting Assistant Professor, Law and Science, President's Initiative Fund.* B.A. (1996) Universidad de Deusto, Spain; M.A. (2000), Ph.D. (2003) Cornell University.

Weijia Li, *Senior Lecturer and Director of the Chinese Language Program, Asian Languages and Civilizations.* B.A. (1992) Hebei Teachers' University, Shijiazhuang, China; B.A. (1985) China Broadcast and Television University, Beijing; M.A. (1996) City University of New York; Ph.D. (2004) University of Massachusetts at Amherst.

Peter Lobdell, *Senior Resident Artist in the Department of Theater and Dance.* A.B. (1968) Amherst College.

William A. Loinaz*, *Associate Professor of Physics.* B.S.E. (1989) Princeton University; M.S. (1991), Ph.D. (1995) University of Michigan.

Thom Long, *Five College Assistant Professor of Architectural Studies (European Studies).* B.Arch. (1999) Roger Williams University; M.S.-AAD (2000) Columbia University.

Rick A. López, *Assistant Professor of History.* A.B. (1993) Amherst College; M.A. (1998), Ph.D. (2001) Yale University.

Pavel Machala, *Professor of Political Science.* B.A. (1970) St. Olaf College; M.A. (1972), Ph.D. (1976) The Johns Hopkins University; A.M. (hon. 1990) Amherst College.

Victoria Maillo de Aguilera, *Lecturer in Spanish.* B.A. (1989) Universidad de Salamanca, Spain; M.A. (2004) Universidad Autónoma de Barcelona.

James E. Maraniss‡, *Professor of Spanish.* B.A. (1966), M.A. (1967) Harvard University; Ph.D. (1975) Princeton University; A.M. (hon. 1985) Amherst College.

Mark D. Marshall†, *Professor of Chemistry.* B.S. (1979) University of Rochester; M.A. (1981), Ph.D. (1985) Harvard University; A.M. (hon. 2000) Amherst College.

Anna Melick Martini†, *Associate Professor of Geology.* B.A. (1986) Colgate University; M.S. (1992) Syracuse University; Ph.D. (1997) University of Michigan.

Anthony W. Marx, *Professor of Political Science.* B.A. (1981) Yale College; M.P.A. (1986), M.A. (1987), Ph.D. (1990) Princeton University; L.H.D. (hon. 2004) Williams College; A.M. (hon. 2004) Amherst College; L.H.D. (2006) Doshisha University.

Gareth B. Matthews, *Visiting Professor of Philosophy.* A.B. (1951) Franklin College; M.A. (1952), Ph.D. (1961) Harvard University.

Trent E. Maxey, *Assistant Professor of Asian Languages and Civilization and History.* B.A. (1998) Northwestern University; M.A. (2001), Ph.D. (2005) Cornell University.

Catherine C. McGeoch, *Professor of Computer Science.* B.S. (1981) Butler University; M.S. (1983), Ph.D. (1986) Carnegie Mellon University; A.M. (hon. 2001) Amherst College.

Lyle A. McGeoch, *Professor of Computer Science.* B.S.E. (1981) Princeton University; M.S. (1983), Ph.D. (1987) Carnegie Mellon University; A.M. (hon. 2000) Amherst College.

Karena A. McKinney, *Assistant Professor of Chemistry.* A.B. (1991) Harvard University; Ph.D. (1998) University of California at Irvine.

Uday Singh Mehta, *Clarence Francis Professor in Social Sciences (Political Science).* B.A. (1978) Swarthmore College; M.A. (1981), Ph.D. (1985) Princeton University; A.M. (hon. 2003) Amherst College.

Jill Suzanne Miller, *Assistant Professor of Biology.* B.A. (1992) Colorado College; M.S. (1997), Ph.D. (2000) University of Arizona.

Kozue Miyama, *Senior Lecturer in Asian Languages and Civilizations (Japanese).* B.A. (1982) University of Tsukuba, Japan; M.A. (1988) International Christian University, Japan.

Joseph G. Moore, *Associate Professor of Philosophy.* B.A. (1986) University of California at Berkeley; M.A. (1989), Ph.D. (1994) Cornell University.

Michelle D. Morgan, *Professor of Physical Education and Senior Women's Administrator.* B.A. (1974) Colorado Women's College; M.S. (1976) Smith College; A.M. (hon. 1990) Amherst College.

Klára Móricz, *Joseph E. and Grace W. Valentine Visiting Assistant Professor of Music.* Diploma (1986), Diploma (1992) Franz Liszt Academy of Music; M.A. (1995), Ph.D. (1999) University of California at Berkeley.

Samuel C. Morse, *Professor of Art and Art History and Asian Languages and Civilizations.* B.A. (1978) Harvard College; Ph.D. (1985) Harvard University; A.M. (hon. 1995) Amherst College.

Hilary J. Moss*, *Assistant Professor of Black Studies and History.* B.A. (1998) Northwestern University; Ph.D. (2004) Brandeis University.

Peter Liboyi Moyi, *Andrew W. Mellon Visiting Assistant Professor, Education and Social Justice, President's Initiative Fund.* B.Ed. (1990) Kenyatta University, Nairobi, Kenya; M.A. (2002) University of Arkansas.

Manuame Mukasa, *Assistant Professor of Theater and Dance.* B.A. (1989) University of Colorado at Boulder; M.F.A. (1994) University of California at San Diego.

Aida Y. Nawar, *Senior Lecturer in French.* B.A. (1969) University of Massachusetts at Amherst; M.A. (1972) Smith College; Ph.D. (1984) University of Massachusetts at Amherst.

Catharine Newbury, *Five College Professor of Political Science.* B.A. (1966) Williamette University; M.A. (1968), Ph.D. (1975) University of Wisconsin at Madison.

Walter E. Nicholson, *Ward H. Patton Professor of Economics.* B.A. (1964) Williams College; Ph.D. (1970) Massachusetts Institute of Technology; A.M. (hon. 1978) Amherst College.

Cathy Nicoli, *Visiting Lecturer in Dance.* B.A. (1994) Roger Williams University; M.F.A. (2004) Smith College.

Susan R. Niditch, *Samuel Green Professor of Religion.* A.B. (1972) Radcliffe College; Ph.D. (1977) Harvard University; A.M. (hon. 1990) Amherst College.

Barry F. O'Connell*, *James E. Ostendarp Professor of English.* B.A. (1966) Harvard College; M.A. (1972), Ph.D. (1976) Harvard University; A.M. (hon. 1984) Amherst College.

Patricia B. O'Hara, *Amanda and Lisa Cross Professor of Chemistry.* B.A. (1976) Adelphi University; Ph.D. (1981) Columbia University; A.M. (hon. 1995) Amherst College.

Rose R. Olver, *L. Stanton Williams '41 Professor of Psychology and Women's and Gender Studies.* B.A. (1958) Swarthmore College; Ph.D. (1962) Radcliffe College; A.M. (hon. 1973) Amherst College.

Bode Omojola, *Five College Assistant Professor of Music.* B.A. (1980) University of Nigeria; M.A. (1983) University of Ibadan, Nigeria; Ph.D. (1988) University of Leicester, England.

Hilda Otaño-Benítez, *Senior Lecturer in Spanish.* B.A. (1949), B.S. (1949) Institute for Secondary Education of Ciego de Avila, Cuba; Doctor of Law (1954) University of Havana; M.A. (1979) Boston University.

Marisa Parham, *Assistant Professor of English.* B.A. (1996) Washington University; M.A. (1997), M.Phil. (2000), Ph.D. (2004) Columbia University.

Andrew C. Parker†, *Professor of English.* B.A. (1975) Princeton University; M.A. (1977), Ph.D. (1987) University of Chicago; A.M. (hon. 1994) Amherst College.

Jill Payne, *Visiting Assistant Professor of History.* B.A. (1993), B.A. (1996), M.A. (1998) Rhodes University, South Africa.

Fritha Pengelly, *Visiting Lecturer in Dance.* B.A. (1994) Hampshire College.

Dale E. Peterson, *Eliza J. Clark Folger Professor of English and Russian.* B.A. (1963) Harvard University; M.A. (1965), Ph.D. (1971) Yale University; A.M. (hon. 1981) Amherst College.

Dominic L. Poccia‡, *Rufus Tyler Lincoln Professor of Biology.* B.S. (1967) Union College; A.M. (1968), Ph.D. (1971) Harvard University; A.M. (hon. 1987) Amherst College.

William H. Pritchard‡, *Henry Clay Folger Professor of English.* A.B. (1953) Amherst College; M.A. (1956), Ph.D. (1960) Harvard University.

Stanley J. Rabinowitz†, *Henry Steele Commager Professor and Professor of Russian.* A.B. (1967) City University of New York (Brooklyn College); A.M. (1969), Ph.D. (1975) Harvard University; A.M. (hon. 1984) Amherst College.

John E. Rager III‡, *Professor of Computer Science.* S.B. (1977) Massachusetts Institute of Technology; S.M. (1978) University of Chicago; Ph.D. (1987) Northwestern University; A.M. (hon. 2001) Amherst College.

Lisa A. Raskin‡, *John William Ward Professor of Psychology (Neuroscience).* B.A. (1975) Skidmore College; M.A. (1977), Ph.D. (1979) Princeton University; A.M. (hon. 1991) Amherst College.

David I. Ratner‡, *Alfred Sargent Lee '41 and Mary Farley Ames Lee Professor of Biology.* B.S., M.S. (1968) Yale University; Ph.D. (1975) Harvard University; A.M. (hon. 1994) Amherst College.

Douglas Raybeck, *Visiting Lecturer in Anthropology.* B.A. (1964) Dartmouth College; Ph.D. (1975) Cornell University.

Sean Redding, *Professor of History.* B.A. (1978) Swarthmore College; Ph.D. (1987) Yale University; A.M. (hon. 2000) Amherst College.

John P. Reeder, Jr., *Visiting Lecturer in Religion.* B.A. (1960) Yale College; B.D. (1963) Yale Divinity School; M.A. (1965), Ph.D. (1968) Yale University.

Jessica Wolpaw Reyes, *Assistant Professor of Economics.* A.B. (1994) Amherst College; Diploma (1995) Churchill College, University of Cambridge; A.M. (1999), Ph.D. (2002) Harvard University.

Monica M. Ringer, *Assistant Professor of History and Asian Languages and Civilizations.* B.A. (1988) Oberlin College; M.A. (1992), Ph.D. (1998) University of California at Los Angeles.

Steven G. Rivkin, *Professor of Economics.* B.A. (1984) University of Michigan; M.A. (1987), Ph.D. (1991) University of California at Los Angeles; A.M. (hon. 2006) Amherst College.

Paul V. Rockwell, *Professor of French.* B.A. (1980), M.A. (1982), Ph.D. (1988) University of Wisconsin; A.M. (hon. 2001) Amherst College.

Christian Rogowski, *Professor of German.* B.A. (1980) Mannheim University; M.A. (1981) London University; Ph.D. (1988) Harvard University; A.M. (hon. 2001) Amherst College.

Ronald C. Rosbottom, *Winifred L. Arms Professor in the Arts and Humanities and Professor of French and European Studies.* B.A. (1964) Tulane University; M.A. (1966), Ph.D. (1969) Princeton University; A.M. (hon. 1990) Amherst College.

Karen Rosenak, *Joseph E. and Grace W. Valentine Visiting Professor of Music.* B.Mus. (1967), M.A. (1969) San Francisco State University; D.M.A. (1978) Stanford University.

Andreola Rossi, *Assistant Professor of Classics.* Laurea (1989) University of Rome; Ph.D. (1997) Harvard University.

Andrea B. Rushing, *Professor of Black Studies and English.* B.A. (1962) Queens College, City University of New York; M.A. (1970) Simmons College; Ph.D. (1983) University of Massachusetts at Amherst; A.M. (hon. 1987) Amherst College.

Benigno R. Sánchez-Eppler, *Visiting Lecturer in English.* B.A. (1979) Williams College; B.A. (1981), M.Phil. (1983) Cambridge University; Ph.D. (1988) The Johns Hopkins University.

Karen Sánchez-Eppler, *Professor of American Studies and English.* B.A. (1981) Williams College; B.A. (1983) Cambridge University; M.A. (1986), Ph.D. (1990) The Johns Hopkins University; A.M. (hon. 2001) Amherst College.

Catherine Ashley Sanderson, *Associate Professor of Psychology.* A.B. (1990) Stanford University; M.S. (1993), Ph.D. (1997) Princeton University.

Martha A. Sandweiss, *Professor of American Studies and History.* B.A. (1975) Radcliffe College; M.A. (1977), M.Phil. (1979), Ph.D. (1985) Yale University; A.M. (hon. 2000) Amherst College.

Austin D. Sarat, *William Nelson Cromwell Professor of Jurisprudence and Political Science and Five College Fortieth Anniversary Professor.* B.A. (1969) Providence College; M.A. (1970), Ph.D. (1973) University of Wisconsin; A.M. (hon. 1984) Amherst College; J.D. (1988) Yale Law School.

Eric W. Sawyer, *Assistant Professor of Music.* A.B. (1985) Harvard College; M.A. (1988) Columbia University; Ph.D. (1994) University of California at Davis.

Martha Saxton, *Associate Professor of History and Women's and Gender Studies and Elizabeth W. Bruss Reader.* B.A. (1967) University of Chicago; Ph.D. (1989) Columbia University.

David E. Schneider‡, *Associate Professor of Music.* A.B. (1985) Harvard College; M.A. (1990), Ph.D. (1997) University of California at Berkeley.

Matthew Schulkind*, *Associate Professor of Psychology.* B.A. (1990) Haverford College; M.A. (1993), Ph.D. (1997) Duke University.

Sigrit Schütz, *Senior Lecturer in German.* Zwischenprhfung (1968) Heidelberg Universitat; M.A. (1970) University of Massachusetts at Amherst; Ph.D. (1977) Five Colleges.

John W. Servos, *Anson D. Morse Professor of History.* A.B. (1972) Columbia College; Ph.D. (1979) The Johns Hopkins University; A.M. (hon. 1992) Amherst College.

Nishiten Shah*, *Assistant Professor of Philosophy.* B.S. (1991) University of Wisconsin at Madison; Ph.D. (2000) University of Michigan.

Jody A. Shapiro, *Visiting Lecturer in Religion.* A.B. (1982) Amherst College; M.Sc. (1986) University of Edinburgh; Ph.D. (1992) University of Pennsylvania.

Tong Shen, *Lecturer in Asian Languages and Civilizations (Chinese).* M.A. (1988) Long Island University; Ph.D. (1995) University of Massachusetts at Amherst.

Matthew Silverstein, *Robert E. Keiter '57 Visiting Assistant Professor of Philosophy.* A.B. (1997) Amherst College; B.Phil. (2001) University of Oxford, Corpus Christi College; Ph.D. (2007) University of Michigan at Ann Arbor.

Frederick V. Simmons, *Visiting Lecturer in Religion.* B.A. (1994) Carleton College; M.Div. (2000), M.A. (2004), M.Phil. (2006) Yale University.

Dale S. Sinos, *Visiting Professor of Classics.* B.A. (1968) Hunter College, City University of New York; M.A. (1973), Ph.D. (1976) The Johns Hopkins University.

Rebecca H. Sinos, *Professor of Classics.* A.B. (1976) The College of William and Mary; M.A. (1978), Ph.D. (1980) The Johns Hopkins University; A.M. (hon. 1992) Amherst College.

Adam Sitze, *Assistant Professor of Law, Jurisprudence and Social Thought.* B.A. (1996) Drake University; Ph.D. (2003) University of Minnesota, Twin Cities.

David R. Sofield‡, *Samuel Williston Professor of English.* B.A. (1957) Princeton University; M.A. (1965), Ph.D. (1971) Stanford University; A.M. (hon. 1977) Amherst College.

Elizabeth Hope Souza, *Visiting Lecturer in Sociology.* B.A. (1970) George Washington University; M.A., Ph.D. (2004) University of Massachusetts at Amherst.

Natasha Staller, *Professor of Art and Art History.* B.A. (1973) Wellesley College; Ph.D. (1983) Harvard University; A.M. (hon. 2006) Amherst College.

Norton Starr, *Brian E. Boyle '69 Professor of Mathematics and Computer Science.* A.B. (1958) Harvard College; Ph.D. (1964) Massachusetts Institute of Technology; A.M. (hon. 1978) Amherst College.

Ilán Stavans†, *Lewis-Sebring Professor in Latin American and Latino Culture (Spanish) and Five College Fortieth Anniversary Professor.* B.A. (1984) Universidad Autónoma Metropolitana; M.A. (1987) The Jewish Theological Seminary; M.A. (1988), M.Phil. (1989), Ph.D. (1990) Columbia University; A.M. (hon. 1998) Amherst College.

Courtney Brooke Stein, *Visiting Assistant Professor of Psychology.* B.S. (2000) Southern Connecticut State University; Ph.D. (2006) Dartmouth College.

Tison Street, *Joseph E. and Grace W. Valentine Visiting Professor of Music.* B.A. (1965), M.A. (1971) Harvard University.

Lucia de las Mercedes Suárez, *Associate Professor of Spanish.* B.A. (1991) Hunter College, City University of New York; Ph.D. (1999) Duke University.

Robert Sullivan, *Visiting Associate Professor of German.* B.A. (1983) McGill University; M.A. (1985), Ph.D. (1991) University of Wisconsin.

Mark Lane Swanson, *Director of Instrumental Music.* A.B. (1982) Stanford University; J.D. (1985) University of California at Los Angeles School of Law; M.Mus. (1997) Indiana University at Bloomington.

Kevin M. Sweeney*, *Professor of American Studies and History.* B.A. (1972) Williams College; M.A. (1973), M.Phil. (1975), Ph.D. (1986) Yale University; A.M. (hon. 2000) Amherst College.

Robert T. Sweeney, *William R. Mead Professor of Art and Art History.* B.F.A. (1970), M.F.A. (1972) Boston University; A.M. (hon. 1986) Amherst College.

Marilyn Sylla, *Five College Lecturer in Dance.*

Jane A. Taubman, *Professor of Russian.* B.A. (1964) Radcliffe College; M.A. (1968), Ph.D. (1972) Yale University; A.M. (hon. 1989) Amherst College.

William C. Taubman, *Bertrand Snell Professor of Political Science.* B.A. (1962) Harvard College; M.A. (1965), Ph.D. (1969) Columbia University; A.M. (hon. 1978) Amherst College.

Wako Tawa, *Professor of Asian Languages and Civilizations.* B.A. (1971) State University of New York at Buffalo; M.A. (1975) International Christian University; Ph.D. (1986) Pennsylvania State University; A.M. (hon. 2000) Amherst College.

Ethan J. Temeles, *Associate Professor of Biology.* A.B. (1978) Cornell University; M.Sc. (1980) Louisiana State University; Ph.D. (1987) University of California at Davis.

Xiaoping Teng, *Lecturer in Asian Languages and Civilizations (Chinese).* B.A. (1982), M.A. (1984) Tianjin University; M.A. (1994) University of Massachusetts at Amherst.

William E. Thurston, *Professor of Physical Education.* B.S. (1957), M.S. (1962) University of Michigan; A.M. (hon. 1979) Amherst College.

Ronald S. Tiersky, *Joseph B. Eastman '04 Professor of Political Science.* B.A. (1966) University of Illinois; M.A. (1971), Ph.D. (1972) Columbia University; A.M. (hon. 1987) Amherst College.

Stephan V. Torre, *Visiting Lecturer in Philosophy.* B.A. (1998) Brown University.

Robert C. Townsend, *Class of 1959 Professor of English.* B.A. (1957) Princeton University; M.A. (1959) Cambridge University; Ph.D. (1962) Harvard University; A.M. (hon. 1974) Amherst College.

Katherine Tranbarger, *Assistant Professor of Mathematics.* B.S. (2001) California Polytechnic State University, San Luis Obispo; M.S. (2002), Ph.D. (2005) University of California at Los Angeles.

Christopher V. Trinacty, *Robert E. Keiter '57 Visiting Assistant Professor of Classics.* B.A. (1996) Pitzer College; M.A. (2000) University of Arizona; Ph.D. (2007) Brown University.

Edwin M. Truman, *Visiting Lecturer in Economics.* A.B. (1963) Amherst College; M.A. (1964), Ph.D. (1967) Yale University.

Sarah M. Turgeon, *Associate Professor of Psychology.* B.A. (1989) Kenyon College; Ph.D. (1994) University of Michigan.

Raina Forbes Uhden, *Lecturer in French.* B.A. (1996) Virginia Polytechnic and State University; M.A. (1997) Reid Hall, Columbia University in Paris; Ph.D. (2005) Columbia University.

Martha M. Umphrey, *Associate Professor of Law, Jurisprudence and Social Thought.* B.A. (1986), J.D. (1991), Ph.D. (2000) University of Michigan.

Joel M. Upton†, *Professor of Art and Art History.* A.B. (1963) Rutgers University; M.A. (1968), Ph.D. (1972) Bryn Mawr College; A.M. (hon. 1984) Amherst College.

Timothy Van Compernolle, *Assistant Professor of Asian Languages and Civilizations (Japanese).* B.A. (1992), M.A. (1995) University of Kansas; M.A. (1997), Ph.D. (2001) University of Michigan.

Daniel J. Velleman, *Julian H. Gibbs '46 Professor of Mathematics.* B.A. (1976) Dartmouth College; M.A. (1977), Ph.D. (1980) University of Wisconsin; A.M. (hon. 1992) Amherst College.

Jonathan M. Vogel, *Professor of Philosophy.* B.A. (1976), Ph.D. (1986) Yale University; A.M. (hon. 1998) Amherst College.

Helen von Schmidt, *Senior Lecturer in English.* A.B. (1978) Amherst College.

William S. Walker, *Visiting Lecturer in Black Studies and History.* B.A. (2000) Cornell University.

Thomas E. Wartenburg, *Visiting Professor of Philosophy.* A.B. (1971) Amherst College; M.A. (1973) Stanford University; Ph.D. (1977) University of Pittsburgh.

Frank H. Westhoff, *Professor of Economics.* S.B. (1969) Massachusetts Institute of Technology; M.Ph. (1971), M.A. (1973), Ph.D. (1974) Yale University; A.M. (hon. 1985) Amherst College.

Patrick Williamson, *Edward H. Harkness Professor of Biology.* B.A. (1970) Beloit College; M.A. (1971), Ph.D. (1974) Harvard University; A.M. (hon. 1990) Amherst College.

David W. Wills†, *Winthrop H. Smith '16 Professor of American History and American Studies (Religion and Black Studies).* A.B. (1962) Yale University; B.D. (1966) Princeton Theological Seminary; Ph.D. (1975) Harvard University; A.M. (hon. 1983) Amherst College.

Geoffrey R. Woglom, *Richard S. Volpert '56 Professor of Economics.* B.A. (1968) Yale College; M.Ph. (1970), Ph.D. (1974) Yale University; A.M. (hon. 1984) Amherst College.

Nan Wolverton, *Visiting Lecturer in American Studies and History.* B.A. (1984) Cornell University; B.A. (1984), M.A. (1990), Ph.D. (1994) University of Iowa.

Wendy Woodson, *Professor of Theater and Dance.* B.A. (1969), M.A. (1976) George Washington University; A.M. (hon. 2000) Amherst College.

Beth V. Yarbrough*, *Willard Long Thorp Professor of Economics.* B.S. (1977) University of Texas; M.A. (1980), Ph.D. (1983) University of Washington; A.M. (hon. 1993) Amherst College.

Robert M. Yarbrough, *Adjunct Professor of Economics.* B.S. (1977) University of Texas at Dallas; M.A. (1980), Ph.D. (1983) University of Washington.

A. Erinç Yeldan, *Visiting Professor of Economics.* B.A. (1982) Bogazici University, Istanbul; Ph.D. (1988) University of Minnesota, Twin Cities.

Arthur G. Zajonc, *Andrew W. Mellon Professor of Physics.* B.S.E. (1971), M.S. (1973), Ph.D. (1976) University of Michigan; A.M. (hon. 1991) Amherst College.

Paola Zamperini, *Assistant Professor of Asian Languages and Civilizations (Chinese).* B.A. (1991) University of Ca' Foscari, Venice, Italy; M.A. (1994), Ph.D. (1999) University of California at Berkeley.

William F. Zimmerman, *Professor of Biology.* B.A. (1960), Ph.D. (1966) Princeton University; A.M. (hon. 1980) Amherst College.

FELLOWS

Leora Bilsky, Ph.D., *Karl Loewenstein Fellow in Political Science and Jurisprudence.*
Daniel Guest, Ph.D., *Teaching Fellow in Physics.*
Suheir Hammad, *Copeland Fellow.*
Anissa Helie, Ph.D., *Karl Loewenstein Fellow in Political Science and Jurisprudence.*
Daniel Kojo, M.A., *Copeland Fellow.*
Zeina Nasr, B.A., *Copeland Fellow.*
Anders Öberg, Ph.D., *STINT Fellow in Mathematics.*
Arum Park, M.A., *Five College Diversity Fellow in Classics.*
Lara Phillips, Ph.D., *Science Education Fellow in Astronomy.*
Tracy Sutherland, M.L.S., *Fellow in Librarianship.*
Jean-Marie Teno, B.A., *Copeland Fellow.*
Entang Wiharso, B.F.A., *Copeland Fellow.*

LANGUAGE ASSISTANTS

Pierre Brackman, *Language Assistant in French, Levy-Despas Fellow.*
Gaëlle Cogan, *Language Assistant in French*, Ecole Normale Supérieure.
Helene Dahlke, *Language Assistant in German*, Göttingen University.
Mónica Bel López, *Language Assistant in Spanish*, University of Barcelona.
Arturo Romero Pereda, *Language Assistant in Spanish*, University of Barcelona.
Florian Reichert, *Language Assistant in German*, Göttingen University.
Aurélie Reiss, *Language Assistant in French*, University of Dijon.
Hitomi Sovjani, *Language Assistant in Japanese.*
Azahara López Suárez, *Language Assistant in Spanish*, Universidad de Cádiz.

Administrative and Professional Officers

Anthony W. Marx, *President of the College.* B.A. (1981) Yale College; M.P.A. (1986), M.A. (1987), Ph.D. (1990) Princeton University; L.H.D. (hon. 2004) Williams College; A.M. (hon. 2004) Amherst College; L.H.D. (2006) Doshisha University.

Gregory S. Call, *Dean of the Faculty.* A.B. (1980) Dartmouth College; A.M. (1981), Ph.D. (1986) Harvard University; A.M. (hon. 2001) Amherst College.

Ira S. Addes, *Psychiatrist, Counseling Center.* B.A. (1969) Brooklyn College; M.D. (1973) Tufts University School of Medicine.

A. Elizabeth Anema, *Director of the Annual Fund.* A.B. (1991) Mount Holyoke College; Ed.M. (2000) Harvard University.

Jack A. Arena, *Senior Coach, Physical Education and Athletics.* A.B. (1983) Amherst College; M.S. (1988) University of Massachusetts at Amherst.

Jacqueline K. Bagwell, *Senior Coach, Physical Education and Athletics.* B.S. (1982) Indiana University.

Ellie Swain Ballard, *Director of Class and Constituent Programs, Alumni and Parent Programs.* A.B. (1995) Amherst College.

William E. Barlow, *Director of Development.* B.A. (1983) Wesleyan University.

Elizabeth E. Barker, *Director and Chief Curator, Mead Art Museum.* B.A. (1992) Yale College; M.A. (1995), Ph.D. (2003) Institute of Fine Arts, New York University.

Carolyn S. Bassett, *Associate Dean of Students/Associate Director of Career Center/ Health Professions Advisor.* B.A. (1989) Bates College; M.A. (1996) Boston College.

Amrita Basu, *Associate Dean of the Faculty.* B.A. (1975) Cornell University; M.A. (1977), M.Phil. (1978), Ph.D. (1984) Columbia University; A.M. (hon. 1994) Amherst College.

Dawn M. Bates, *Investment Analyst.* B.B.A. (1991) University of Massachusetts at Amherst; CPA (1994).

Jacqueline S. Bearce, *Director of Counseling Center.* B.A. (1966) Merrimack College; M.A. (1968), M.Ed. (1978), Ed.D. (1981) University of Massachusetts at Amherst.

Jane A. Beebe, *Head of Cataloging/Music Librarian.* B.A. (1977) College of Wooster; M.M. (1980) University of Tennessee; M.S.L.S. (1982) University of North Carolina at Chapel Hill.

Janna K. Behrens, *Director of International Experience, Career Center.* B.S. (1994) Syracuse University; M.P.P. (2005) Tufts University.

Paul N. Billings, *Project Manager, Database Services.*

Douglas M. Black, *Reference/Interlibrary Loan Librarian.* A.B. (1986) Middlebury College; M.A. (1988) University of New Hampshire; M.S. (2003) Simmons College.

Laurie M. Bouchard, *Assistant Comptroller.* B.S. (1991) American International College; CPA (1995).

Emily Gold Boutilier, *College Editor.* B.A. (1996) University of Massachusetts at Amherst.

J. Luke Bussard, *Coach, Physical Education and Athletics.* B.A. (1999) Dickinson College; M.B.A. (2006) Norwich University.

Charri J. Boykin-East, *Senior Associate Dean of Students/Coordinator of Academic Support.* B.A. (1983) University of Massachusetts at Amherst; M.Ed. (1984) Cambridge College.

James D. Brassord, *Director of Facilities/Associate Treasurer for Campus Services.* B.S. (1982) University of Connecticut; M.S. (1985) Rensselaer Polytechnic Institute; M.B.A. (1993) University of Connecticut.

Eli W. Bromberg, *Assistant Dean of Admission.* A.B. (2002) Amherst College.

Kathryn V. Bryne, *Director of Human Resources.* B.A. (1972) University of Wisconsin at Milwaukee; M.B.A. (1987) Simmons College.

Daniel B. Campbell, *Assistant Director of Physical Plant for Operations.* B.S. (1982) University of Massachusetts at Amherst.

John M. Carfora, *Director of Sponsored Research.* B.S. (1973), M.P.A. (1975) University of New Haven; M.Sc. (1978) London School of Economics; M.A.L.S. (1985) Dartmouth College; Ed.M. (1993) Harvard University; Ed.D. (2007) Columbia University.

Thomas H. Carmean, *Coach, Physical Education and Athletics.* B.A. (1988), M.Ed. (1992) University of Massachusetts at Amherst.

John B. Carter, *Chief of Public Safety.* B.S. (1985) University of Lowell; M.S. (1998) Fitchburg State College.

Joe Paul Case, *Dean/Director of Financial Aid.* B.A. (1967) Oklahoma City University; B.D. (1970) Yale University Divinity School.

Jeanne M. Chisamore, *Associate Director of Major Gifts.* B.A. (1994) Bennington College.

Rhonda Cobham-Sander, *Special Assistant to the President for Diversity.* B.A. (1974) University of the West Indies; Ph.D. (1982) University of Saint Andrews; A.M. (hon. 1998) Amherst College.

Suzanne R. Coffey, *Director of Athletics and Physical Education.* B.A. (1980) University of New Hampshire; M.A. (2001) Edmund S. Muskie School of Public Affairs, University of Southern Maine.

Matthew Cook, *Interim Athletic Trainer.* B.S. (2003) Keene State College.

Joseph M. Cullen, *Senior Investment Manager.* B.A. (1986) Ripon College; M.B.A. (1991) Carnegie Mellon University; CFA (1994); CAIA (2006).

Daria D'Arienzo, *Head of Archives and Special Collections.* B.A. (1976) Boston University; M.A.L.S. (1981) Wesleyan University; M.B.A. (1989) University of Massachusetts at Amherst.

Thomas K. Davies, *Assistant Director of Facilities/Director of Design and Construction.* B.A., B.S. (1986) University of Pennsylvania; M.S. (1994) Massachusetts Institute of Technology.

Cynthia S. Dickinson, *Director of Interpretation and Programs, Emily Dickinson Museum.* A.B. (1991) Princeton University; M.A. (1993) University of North Carolina at Chapel Hill; M.A. (1995) University of Delaware.

Debra Edelman, *Psychotherapist, Counseling Center.* B.S. (1978), M.Ed. (1987), Ph.D. (1994) University of Massachusetts at Amherst.

Catherine O. Edwards, *Director of Advancement Operations.* A.B. (1987) Amherst College; M.B.A. (1991) INSEAD.

Susan E. Edwards, *Library Web Manager.* B.A. (1977) San Jose State University; M.L.S. (1980) University of California at Berkeley.

Thomas A. Ehrgood, Jr., *Director of 50th-Reunion Giving.* A.B. (1973) Amherst College; J.D. (1978) George Washington University Law School.

Michael P. Ellison, *Associate Dean of Admission and Financial Aid.* B.B.A. (1989) University of Massachusetts at Amherst; M.B.A. (1998) University of Massachusetts at Dartmouth.

Suzanne J. Everden, *Senior Coach and Assistant Athletic Director.* B.Sc. (1977) Slippery Rock University; M.Ed. (1980) Springfield College.

Donald R. Faulstick, Jr., *Coach and Assistant Athletic Director.* B.S. (1986) Mansfield University; M.S. (1988) Shippensburg University.

Katharine L. Fretwell, *Director of Admission/Senior Associate Dean.* A.B. (1981) Amherst College; Ed.M. (1985) Harvard University.

Jennifer L. Fyler, *Psychiatrist, Counseling Center.* B.A. (1982) M.A. (1987) University of Massachusetts at Amherst; M.D. (1997) Harvard Medical School.

Letha Gayle-Brissett, *Assistant Director of Alumni and Parent Programs.* B.S. (2001) University of the West Indies.

Mauricia A. Geissler, *Director of Investments.* B.B.A. (1985) University of Wisconsin at Madison.

Kathleen A. Gentile, *Senior Associate Dean of Financial Aid.* B.A. (1977) State University of New York at Geneseo; M.S. (1979), Ed.S. (1979) State University of New York at Albany.

Harrison L. Gregg, *Associate Registrar.* A.B. (1964) Harvard College; M.A. (1980) University of Massachusetts at Amherst.

Frederick T. Griffiths, *Associate Dean of the Faculty.* B.A. (1969) Yale College; M.A. (1972), Ph.D. (1974) Harvard University; A.M. (hon. 1984) Amherst College.

Margaret Adams Groesbeck, *Head of Public Services, Frost Library.* B.A. (1968) Barnard College; M.S. (1972) Columbia University; M.A. (1996) University of Connecticut.

George P. Gromacki, *Coach, Physical Education and Athletics.* B.S. (1993), M.A. (1996), M.P.A. (1996) Ohio State University.

Shannon D. Gurek, *Associate Treasurer/Director of Budget.* B.S. (1992) Nichols College; M.B.A. (1999) University of Massachusetts at Amherst; CPA (1995).

David L. Hamilton, *Director of Web Services.* B.A. (1991) College of Wooster.

Sherre L. Harrington, *Librarian of the College.* B.A. (1976) University of South Carolina; M.L. (1977) University of South Carolina College of Librarianship.

Allen J. Hart, *Dean of New Students.* A.B. (1982) Amherst College; A.M. (1989), Ph.D. (1991) Harvard University.

Michael T. Hawkins, *Associate Dean of Admission.* B.A. (1984) Williams College; M.T.S. (1990) Harvard Divinity School.

Samuel C. Haynes, *Associate Dean of Students/Director of the Campus Center and Student Activities.* B.A. (1991), M.A. (1994) State University of New York College at Fredonia.

Mark Healy, *Director of College Property Department.* B.A. (1973) Boston College.

Rebecca Henning, *Cataloger, Frost Library.* B.A. (1991) Colby College; M.L.S. (2000) Simmons Graduate School of Library and Information Science.

David D. Hixon, *Senior Coach and Associate Athletic Director.* A.B. (1975) Amherst College; M.S. (1979) University of Massachusetts at Amherst.

Rosalind Ann Hoffa, *Associate Dean of Students/Director of the Career Center.* B.A. (1965) University of Liverpool, England; M.A. (1982) Colgate University.

Jennifer Hughes, *Coach, Physical Education and Athletics.* B.A. (1997) Colgate University; M.S. (2004), M.B.A. (2005) University of Massachusetts at Amherst.

Jennifer B. Innes, *Assistant Dean of Students/Director of the Moss Quantitative Center.* B.A. (1983) Kalamazoo College; Ph.D. (1993) Yale University.

Katherine Jekanowski, *Associate Athletic Trainer.* B.S. (1996) Westfield State College; M.Ed. (2002) Springfield College.

Janet Marie Jourdain, *Head of Library Information Technology.* B.A. (1978) Siena College; M.L.S. (1983) University of Arizona.

Stephen A. Judycki, *Director, Telecommunications and Networking.* A.S. (1984) Holyoke Community College; B.S. (1990) Westfield State College.

Ruth Kane-Levit*, *Psychotherapist, Counseling Center.* B.S. (1976) Simmons College; M.Ed. (1983) Harvard University; Ph.D. (1989) Adelphi University.

Michael Kasper, *Reference/Collection Development Coordinator, Frost Library.* B.A. (1967) Harpur College; M.L.S. (1973) University of British Columbia.

Carol Solomon Kiefer, *Curator of European Art, Mead Art Museum.* B.A. (1975) LaSalle College; M.A. (1978), Ph.D. (1987) University of Pittsburgh.

Susan J. Kimball, *Science/Electronic Services Librarian.* A.B. (1995) Bowdoin College; M.S.L.S. (1997) The Catholic University of America.

Mark T. Klingensmith, *Associate Athletic Trainer.* B.S. (1991) Westfield State College.

Carol Knerr, *Coach, Physical Education and Athletics.* B.A. (1998) University of Richmond.

Ethan A. Kolek, *Associate Director of Institutional Research.* B.A. (1998) Vassar College; M.Ed. (2003) University of Massachusetts at Amherst.

Gretchen A. Krull, *Assistant Director of Health Education.* B.A. (1971) Wells College; M.Ed. (1987) University of Massachusetts at Amherst.

Debra Krumholz, *Assistant Dean of Students/Career Counselor.* B.A. (1980), M.Ed. (1983) University of Arizona; M.P.H. (2002) University of Massachusetts at Amherst.

Marcy J. Larmon, *Director of Programming, Alumni and Parent Programs.* B.A. (1976) Middlebury College.

Ernest A. LeBlanc, *Benefits Administrator.* B.S. (1973) University of Maine at Orono.

Demisha W. Lee, *Associate Dean of Admission.* B.A. (1996) Williams College.

Rebecca Lee, *Associate Dean of Students/Assistant Director of Career Center.* B.A. (1978), M.S. (1979) University of Pennsylvania.

Constance B. Lentz, *Physician, Student Health Services.* B.A. (1971) Goddard College; M.S. (1977) University of North Carolina; M.D. (1980) State University of New York at Buffalo.

Paullette M. Leukhardt, *Assistant Director, Database Services.* B.S. (1976) University of Massachusetts at Amherst.

Odelia Levanovsky, *Access Services Librarian.* B.A. (1982) Adelphi University; M.L.S. (1989) Long Island University.

Benson Lieber, *Dean of Students.* B.A. (1972) Columbia College; M.A. (1974), M.Phil. (1978) Columbia University.

Patricia F. Long, *Associate Director of Human Resources.* B.S. (1979) Westfield State College.

Erin E. Loree, *Technical Services Librarian.* B.S. (1995) Michigan State University; M.LIS. (2002) University of Rhode Island.

Gerald M. Mager, *Registrar.* A.B. (1965), A.M. (1967), Ph.D. (1972) University of Illinois; A.M. (hon. 1982) Amherst College.

John W. Manly, *Director, Systems and Networking.* A.B. (1985) Amherst College.

Marian F. Matheson, *Director of Institutional Research.* B.S. (1980) Juniata College; M.A. (1982) State University of New York at Plattsburgh.

Kathleen F. Mayberry, *Senior Associate Director/Associate Dean of Admission.* B.S. (1977) University of Massachusetts at Amherst; M.A. (1990) Clark University.

Billy T. McBride, *Senior Coach and Assistant Athletic Director.* B.S. (1979) Tennessee State University; M.A. (2006) Smith College.

Darien F. S. McFadden, *Psychotherapist, Counseling Center.* B.A. (1988) Colgate University; Ph.D. (1999) University of Pittsburgh.

Edward R. McGlynn, *Physician Assistant-Certified.* B. S. (1994) Hahnemann University.

Denise McGoldrick, *Director of Health Education.* B.A. (1971) Lehman College; M.S. (1977) Hunter College.

Molly Mead, *Director of the Center for Community Engagement.* A.B. (1971) Cornell University; M.B.A. (1979) Simmons College; Ed.D. (1990) University of Massachusetts at Amherst.

Laura F. Miller, *Associate Director of the Annual Fund.* B.A. (1995) Smith College.

Edward J. Mills, *Senior Coach, Physical Education and Athletics.* B.A. (1988) University of Dayton.

Sandra J. Miner, *Director of Database Services.* B.S. (1985) Bentley College.

Torin Moore, *Assistant Dean of Students and Director of Residential Life.* B.A. (1991), M.Ed. (1997) University of Massachusetts at Amherst.

Warren H. Morgan, *Director of Student Health Services.* B.S. (1974) University of Massachusetts at Amherst; M.D. (1980) University of Vermont.

Timothy A. Neale, *Director of Gift Planning.* A.B. (1970) Amherst College; M.A.T. (1971) Brown University; M.H.S.A. (1980) University of Michigan.

Erik L. Nedeau, *Coach, Physical Education and Athletics.* B.S. (1994) Northeastern University; M.S. (1996) University of Massachusetts at Amherst.

Peter A. Nelson, *Assistant Archivist.* A.B. (1982) Hamilton College; M.A. (1987) Cornell University; M.L.S. (1991) State University of New York at Albany.

George D. Nichols III, *Coach, Physical Education and Athletics.* B.A. (1982) St. Lawrence University.

Stephen M. Nigro, *Comptroller.* B.S. (1990) Westfield State College; CPA (1995).

Diane Norman, *Family Nurse Practitioner, Student Health Services.* B.A. (1978) Vassar College; M.S.N., R.N.C. (1985) Pace University.

Christine Paradis, *Senior Coach, Physical Education and Athletics.* B.B.A. (1984) College of William and Mary; M.Ed. (1993) Springfield College.

Thomas H. Parker, *Dean of Admission and Financial Aid.* B.A. (1969) Williams College; M.A.T. (1973) Harvard University.

Gail Kern Paster, *Director of Folger Shakespeare Library.* B.A. (1966) Smith College; M.Phil. (1970), Ph.D. (1972) Yale University.

J. Scott Payne, *Director of Academic Technology Services.* B.A. (1988) Western Washington University; M.A. (1993) University of Arizona; Ph.D. (2000) Washington State University.

George W. Phillips, *Psychotherapist, Counseling Center.* B.A. (1972) University of Pennsylvania; Psy.D. (1995) Massachusetts School of Professional Psychology.

Robyn L. Piggott, *Special Assistant to the President for Principal Gifts.* A.B. (1990) Mount Holyoke College; M.A. (1991), M.Phil. (2000) University of Sheffield.

Susan Pikor, *Executive Assistant to the President and Secretary to the Board of Trustees.* A.B. (1965) Emmanuel College.

John A. Pistel, *Senior Development Officer and Director of Principal Gifts.* A.B. (1969) Amherst College; M.A. (1973) Fairfield University.

James J. Plumer, *Coach, Physical Education and Athletics.* B.A. (1983) Colby College.

Nancy K. Ratner, *Assistant Dean of Admission/Researcher for Academic Projects, Dean of Faculty's Office.* B.A. (1970) University of Rochester; M.Ed. (1975) Harvard University.

Darren J. Reaume, *Assistant Dean of Admission/Assistant to the Dean of Financial Aid for Outreach.* A.B. (2002) Amherst College.

Maria Rello, *Associate Director of Sports Medicine.* B.S. (1989), M.S. (1994) University of Massachusetts at Amherst.

Peter H. Robson, *Senior Coach, Physical Education and Athletics.* B.A. (1981) Trent University, Ontario.

Eva Rosenn, *Director of the Parents' Fund.* A.B. (1983) Amherst College; Ph.D. (1992) Columbia University.

Peter Schilling, *Director of Information Technology.* B.A. (1986) Georgetown University; Ph.D. (1994) Columbia University.

Stacey Schmeidel, *Director of Public Affairs.* B.A. (1986) University of Southern California.

Robert S. Schur, Jr. *Assistant Director of the Annual Fund.* A.B. (1998) Amherst College; M.Ed. (2002) University of Massachusetts at Amherst.

Diana C. Scriver, *Director of Donor Relations.* B.S. (1983) University of Massachusetts at Amherst.

Justin Serpone, *Coach, Physical Education and Athletics.* B.A. (2001) Drew University.

Peter J. Shea, *Treasurer.* B.B.A. (1974), M.B.A. (1979) University of Massachusetts at Amherst.

Susan M. Sheridan, *Head of Technical Services, Library.* B.A. (1973) Douglass College; M.L.S. (1974) Rutgers University; M.P.A. (1984) University of Massachusetts at Amherst.

Erika P. Shelburne, *Associate Director of Major Gifts.* B.A. (1990) Hollins College.

Elizabeth Cannon Smith, *Alumni Secretary and Executive Director of Alumni and Parent Programs.* A.B. (1984) Amherst College.

Susan R. Snively, *Associate Dean of Students and Director of the Writing Center.* A.B. (1967) Smith College; M.A. (1968), Ph.D. (1976) Boston University.

Joy P. St. John, *Associate Dean of Admission.* B.A. (1992) Stanford University; J.D. (1997) University of California at Los Angeles.

Margaret A. Stancer, *Director of Desktop Computing Services.* B.A. (1970) University of California at Riverside.

Hollie G. Stephens, *Associate Director of Major Gifts.* B.A. (1968) Queens College; M.A. (1973) New York University.

Lisa C. Stoffer, *Director of Foundation and Corporate Relations.* A.B. (1987) Haverford College; A.M. (1990) University of Michigan at Ann Arbor.

Charles G. Thompson, *Director of Dining Services.* A.O.S. (1977) Culinary Institute of America.

Ruth B. Thornton, *Ombudsperson.* B.A. (1996) University of Massachusetts at Amherst.

Janet S. Tobin, *Assistant Dean of the Faculty.* B.A. (1982) Bates College; M.A. (1990) University of Massachusetts at Amherst.

Paul M. Trumble, *Head of Serials, Library.* B.A. (1979) State University of New York at Potsdam; M.L.S. (1989) University of Rhode Island.

Frances E. Tuleja, *Associate Dean of Students.* B.A. (1974) Douglass College, Rutgers University; M.A. (1984) University of Pennsylvania; J.D. (2006) Western New England College.

William McC. Vickery, *Assistant Treasurer for Business Administration/Coordinator of Special Projects, Office of Alumni and Parent Programs.* A.B. (1957) Amherst College; M.B.A. (1959) Harvard Business School.

Jane H. Wald, *Executive Director of the Emily Dickinson Museum.* A.B. (1980) Bryn Mawr College; M.A. (1987) Princeton University.

Traci A. Wolfe, *Director of 25th-Reunion Giving.* B.A. (1991) Williams College.

Eric N. Yates, *Associate Director of Major Gifts.* B.A. (1993) DePaul University.

Stanley M. Zieja, *Director of Sports Medicine.* B.S. (1973) University of Massachusetts at Amherst; M.S. (1976) United States International University at San Diego.

Cate Granger Zolkos, *Associate Dean of Admission.* B.A. (1983) Middlebury College.

RELIGIOUS ADVISORS

The Rev. Dr. Paul V. Sorrentino, D.Min.
Director of Religious Life and Advisor to the Christian Fellowship and the Multifaith Council.
The Rev. Dr. Leon T. Burrows, D.Min.
Protestant Religious Advisor and Advisor to the H.T. Gardner Bi-Semester Christian Worship Series.
Elizabeth E. Carr, Ph.D.
Catholic Religious Advisor.
Jessica Chung, A.B.
Adjunct Advisor to the Christian Fellowship.
The Rev. Dr. Deene D. Clark, D.Min.
Protestant Religious Advisor, Emeritus.
The Rev. Dr. Thomas Edward Fisher, D.Min.
Presbyterian Adjunct Advisor.
Hermenia T. Gardner, M.S.
Bi-Semester Christian Worship Advisor, Emerita.
Mark Hart, Ph.D.
Buddhist Adjunct Advisor.
Rabbi Yechiael Lander, M.A.
Jewish Religious Advisor, Emeritus.
Fr. Sean P. McDonagh, S.T.L.
Roman Catholic Adjunct Advisor.
Matthew Raptis, M.A.
Amherst Koinonia Church Advisor.
Rabbi Bruce Bromberg Seltzer, M.A.
Jewish Religious Advisor.
The Rev. Clyde Talley, M.S.
Adjunct Advisor and Pastor to the Goodwin Memorial AME Zion Church.

GRADUATE FELLOWS

Stephanie N. Brown, A.B., *Colloquia Interterm Coordinator.*
Christopher M. Burnor, A.B., *Susan and Kenneth Kermes Fellow in Computer Science.*
Alexxander Campbell, A.B., *Writing Fellow.*
Timothy Cheng, A.B., *Associate in Music.*
Katherine D. Duke, A.B., *Assistant to the Director of Public Affairs on the Ives Washburn Grant.*
Eduardo Garcia, A.B., *Jack Kent Cooke Transfer Admission Fellow.*
Suraj Gopal, A.B., *Associate in Music.*

Kelilyn Gunn, A.B., *Eugene S. Wilson Admission Fellow.*
Sarah B. Harper, A.B., *Edward Hitchcock Fellow in Physical Education.*
Tiffani Hooper, A.B., *Mayo-Smith Admission Fellow.*
Anthony A. Jack, A.B., *Alumni Fellow.*
Laurel Karian, A.B., *Quantitative Fellow.*
Patrick McGrath, A.B., *Writing Fellow.*
Kristen S. Raverta, A.B., *Student Life Fellow.*

FIVE COLLEGES INCORPORATED

Lorna M. Peterson, Ph.D., *Executive Director.*
Donna Baron, M.S., *Director, Information Technology.*
Sue Dickman, M.F.A., *Staff Assistant.*
Nancy Goff, M.S., *Director, Program Planning and Development.*
Cynthia Goheen, Ph.D., *Coordinator, Five College Academic Career Network.*
Marie Hess, M.S., *Treasurer/Business Manager.*
Kevin S. Kennedy, B.A., *Director, Information and Publications.*
Nathan A. Therien, Ph.D., *Director, Academic Programs.*
Sue Thrasher, Ed.D., *Coordinator, Five College Partnership Program.*

II

AMHERST COLLEGE

Amherst College

AMHERST COLLEGE looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of the College's curriculum. The College seeks qualified applicants from different races, classes, and ethnic groups, students whose several perspectives might contribute significantly to a process of mutual education within and outside the curriculum. Admission decisions aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline, and imagination that will allow them most fully to benefit from the curriculum and to contribute to the life of the College and of society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the individual's secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

Founded in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its approximately 1,650 students come from most of the fifty states and many foreign countries.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their junior and senior years; Honors work is encouraged and in recent years has been undertaken by nearly half of the graduating class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for a profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 165 full-time members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from a few courses of two students to several lecture courses of more than 100 students; more than 80 percent of the classes and sections have 25 students or fewer.

Amherst has extensive physical resources: libraries with more than 1,000,000 volumes and over 29,000 other media materials, science laboratories, a mathematics and computer science building, theaters, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural history, a music center and concert hall, a dance studio, a central dining hall for all students, a campus social center that includes a snack bar and movie theater, dormitories, media center, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support provided by the Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, a full-time writing counselor, and tutoring for students for whom English is a second language. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

Amherst College is pleased to provide the following information regarding our institution's graduation rates in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation status of students who enrolled during the 2000-01 school year and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 2000, 434 first-time, full-time, degree-seeking undergraduate students entered Amherst College. As of August 31, 2006, 96% of those students had graduated from our institution.

Questions related to this report should be directed to: Gerald M. Mager, Registrar, Amherst College, Box 5000, Amherst, MA 01002-5000.

FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 72 for further information.) Also freely available to students are the libraries of each institution. The present and continuing emphasis of the Five College Libraries is on the sharing and enhancement of total resources and services.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is available online to the Five College community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions. The five colleges also cooperate in sponsoring *The Massachusetts Review,* a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in African-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five College senior appointments bring to the area distinguished international figures, listed on pages 363-375.

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see page 64.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, and Wheaton Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Associate Dean of Students Frances Tuleja.

The Williams College—Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

The Associated Kyoto Program

The Associated Kyoto Program, sponsored by Amherst and 15 other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary society. The program carries credit equivalent to a full academic year's course work. About 50 students are admitted each year, with applicants from member institutions receiving priority. Information can be obtained from Professors Samuel C. Morse or Wako Tawa.

Göttingen Exchange

Amherst maintains a student exchange program with Göttingen University in Germany. Each year, upon application to the Department of German, two Amherst students are selected to attend Göttingen University. In return, Amherst accepts two Göttingen students to study at the College and to serve as Language Assistants in the German Department. Details about the exchange programs may be obtained from the Department of German.

Doshisha University

THE COLLEGE'S relationship with Doshisha University offers various opportunities for students and faculty to study, to research, and to teach in Japan. Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a complex of educational institutions: Doshisha University, a separate Women's College, four senior and four junior high schools, an elementary school, and a kindergarten, with a total enrollment of approximately 32,000 on six different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Scores of Amherst graduates have taught at The Doshisha, and since 1922, except for the war years, Amherst has maintained a resident instructor at Doshisha University. Since 1947 until his retirement in 1992, Professor Otis Cary of the Class of 1943 represented Amherst College at Doshisha, taught American history at the University, and served in a number of other capacities. Currently, Professor Masanori Morita is acting as our Amherst representative.

Through the generosity of alumni and friends of the College, Amherst House was built on the Doshisha University campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, including quarters for the Representative, three guest suites, and dining facilities. In 1979 a traditional rustic teahouse, *Muhinshuan*, was donated by the family of a Japanese alumnus and rebuilt in a corner of the Amherst House grounds, lending cultural atmosphere appropriate to Kyoto.

In 1971 the College took the lead in organizing the Associated Kyoto Program (AKP), a junior-year program at Doshisha University for Amherst students and others who wish to pursue the study of Japanese language, culture, and history. This program offers the main avenue today for both student and faculty contact with Doshisha University. With offices on Doshisha's main campus since 1971, the AKP, sponsored by 15 American liberal arts colleges, hosts American undergraduates for a year of study in Kyoto and awards fellowships to American and Japanese faculty to participate in educational exchange for periods of one or two semesters. Opportunities for faculty participation in the AKP are announced in the spring semester every year. Also, since 1958, a graduating Amherst College senior has been selected annually as the Amherst-Doshisha Fellow to spend a year at Doshisha University.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of the nine Faculties (Theology, Letters, Law, Economics, Commerce, Engineering, Sociology, Policy Studies, Culture and Information Science) to spend a year's leave at Amherst.

The Folger Shakespeare Library

The FOLGER SHAKESPEARE LIBRARY in Washington, D.C., was established in 1932 under the governance of The Trustees of Amherst College by the will of Henry Clay Folger, Class of 1879, and his wife, Emily Jordan Folger. The Folgers' original collection of Shakespeareana remains the largest and most complete in existence today. Subsequent acquisitions have enabled the Library now to claim the largest accumulation of English-language publications from 1475 to 1640 outside of England, as well as other important Continental Renaissance materials. Folger holdings span a broad range of subjects and include books, manuscripts, musical instruments, musical scores, and artifacts from the Renaissance and theater history.

In keeping with its founders' intentions, the Folger Shakespeare Library is an educational and cultural center, with a mission inspired by its world-class collection "to advance understanding and appreciation of Shakespeare's writing and of the culture of early modern Europe." The Folger is an internationally recognized research library offering advanced scholarly programs in the humanities; an innovator in the preservation of rare materials; a national leader in how Shakespeare is taught in grades K–12; and an award-winning producer of cultural and arts programs—theater, music, readings, exhibitions, lectures, and family programs. Its commitment to learning extends to the seminars of the Folger Institute, a consortium of 40 universities and colleges—including Amherst, for whom the Folger offers special undergraduate research opportunities—and a wide array of publications, including *Shakespeare Quarterly*, a scholarly journal produced in cooperation with The George Washington University, and the Folger Shakespeare Library editions, the top-selling imprint of Shakespeare's works in the United States.

Located one block from the U.S. Capitol, next to the Library of Congress, the Folger Shakespeare Library is housed in a landmark building widely considered among the loveliest in the nation's capital. Inside its elegant art deco marble facade is an Elizabethan interior with vaulted ornamental plaster ceilings, richly paneled walls, stone and tile floors, and windows of leaded and stained glass. Its reading room is modeled after a Tudor banquet hall; the Great Hall suggests a Tudor-style gallery, and its theater is designed after the Elizabethan innyard playhouses so popular in Shakespeare's time. The Folger welcomes more than 200,000 visitors each year, and millions more visit its informative website at www.folger.edu.

FOLGER LIBRARY OFFICERS

Gail Kern Paster, Ph.D., *Director*
Richard J. Kuhta, M.A., M.L.S., *Eric Weinmann Librarian*
Barbara A: Mowat, Ph.D., *Director of Academic Programs*
Janet Alexander Griffin, M.A., *Director of Education and Public Programs*
Melody P. Fetske, C.P.A., *Director of Administrative Services/Controller*
Beverly C. With, *Director of Development*

III

ADMISSION
TUITION AND FEES
FINANCIAL AID

Admission

Amherst College looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of our curriculum. We seek qualified applicants from different races, classes and ethnic groups—students whose several perspectives might contribute significantly to a process of mutual education within and beyond the curriculum.

We aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline and imagination that will allow them most fully to benefit from the curriculum and contribute to the life of the college and society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

THE ADMISSION PROCESS

We take great care to give every application a thorough review. Each application is read by at least two admission deans before being presented to the Admission Committee for discussion. We pay closest attention to a student's:

- secondary school (or college) transcript;
- standardized tests: the SAT and two SAT subject exams or simply the ACT (with writing recommended);
- teacher and counselor recommendations;
- quality of writing as demonstrated in essays, testing and recommendations;
- extra- and co-curricular involvements and talents.

We give the greatest weight to the academic transcript. The rigor of the courses taken, the quality of grades and the consistency with which a student has worked over four years give us the clearest indication of how well a student will do at Amherst. Standardized tests also play an important role in helping us evaluate a student in comparison to students taught in very different secondary schools. Recommendations, the quality of a student's writing, and extra- and co-curricular talents also help the Admission Committee draw fine distinctions among very talented applicants.

While no precise list of secondary school courses is required for entrance, we strongly recommend the following as minimal preparation for a liberal arts education at Amherst, with the understanding that content and availability will vary from school to school and that most successful applicants will have taken a course of study well beyond this minimum: English—four years; Mathematics—through pre-calculus; three or four years of one Foreign Language; two years of History and Social Science; at least three years of Natural Science, including one year of Laboratory Science.

FIRST-YEAR APPLICANTS

Applying. We require first-year applicants to submit the Common Application and the Amherst College Common Application Supplement by the appropriate application deadline. Applicants may mail in their applications or submit their applications electronically. If an applicant chooses to mail in an application, we ask that the applicant postmark a $60 processing fee or fee-waiver request by the chosen application deadline. At that date, applicants should also postmark the Common Application, the Amherst Common Application Supplement, and all supporting materials. These forms may be downloaded from the Office of Admission website (www.amherst.edu/admission).

Regular Decision. More than 90 percent of our applicants choose the Regular Decision option. A student must submit the application by January 1 and will receive our application decision by early April. If admitted, a student will need to reply to our offer by May 1.

Early Decision. About 10 percent of Amherst applicants choose our binding Early Decision (ED) program. This is a good option only for those who have decided early in the college search process that Amherst is their clear first choice. As an Early Decision applicant, a student agrees not to be an ED candidate at any other college. The student also agrees, if admitted, to withdraw Regular Decision applications from other colleges and to enroll at Amherst in the fall.

Early Decision applications are due at the Admission Office by November 15, and we mail our application decisions by December 15. Most ED applicants are either admitted or deferred for reconsideration with the regular decision pool.

IB, AP and College Courses. If a student has taken International Baccalaureate, Advanced Placement or college courses during secondary school, we view this as significant evidence of academic accomplishment and preparation. In addition, some Amherst departments will allow a student to forego introductory-level courses in areas in which rigorous work has already been done. However, we do not accept such courses for credit or advanced standing.

Deferred Admission. An admitted first-year student may, with the permission of the Director of Admission, defer matriculation for a year without reapplying. The student should confirm his or her intent to enroll at Amherst by submitting the matriculation form and required deposit along with a written request for the deferral by May 1. Deferred students wishing to receive credit for academic work completed during the year between high school and their enrollment at Amherst will need to reapply for entrance to the College as transfers.

TRANSFER APPLICANTS

A student is eligible for transfer admission to Amherst if a minimum of 30 semester hours of credit transferable to Amherst College have been completed as a full-time student at a college or university. We do not accept applications from individuals who have already earned an undergraduate degree. Five College students are not encouraged to transfer to Amherst.

We ask transfer students to submit the Common Application Transfer Application and the Amherst Supplement to the Common Application Transfer Application with a $60 application processing fee. Students may access the online transfer application from the Office of Admission website. Fall transfer applicants must mail the application by March 1 and will receive our response late in May. If admitted, fall transfer students must reply to our offer in early June. Spring transfer applicants must ensure that the application arrives at the Admission Office no later than November 1. An application decision will be mailed in late December. If admitted, spring transfer students must respond to our offer promptly.

INTERNATIONAL APPLICANTS

We welcome applications from international students. Currently, some ten percent of our students are international—seven percent of them non-U.S. citizens and the rest a combination of U.S. dual citizens, U.S. permanent residents, and U.S. citizens living or raised abroad. Our Admission Committee is familiar with various education systems around the world.

Regardless of citizenship or geographic location, international students should follow the same first-year or transfer application process required of any other student. Please note that Amherst College is "need-blind" only for U.S. and Canadian citizens as well as permanent residents of the U.S. requesting financial aid.

Amherst requires any applicant whose first language is not English, and who has not been taught primarily in English for the past four years, to take the Test of English as a Foreign Language (TOEFL) or similar English-proficiency test (IELTS, MELAB). This requirement may be waived for students who score above 700 on both verbal sections of the SAT. Please note that a minimum score of 600 is required on the paper-based TOEFL, a minimum score of 250 is required on the computer-based TOEFL, and a minimum score of 100 is required on the internet-based TOEFL.

VISITING STUDENTS

A limited number of places are available in the spring semester for full-time visiting students. A student is eligible for visitor status if the student is currently enrolled in college and has completed at least one year of full-time college work. Individuals enrolled as Visiting Students at Amherst as well as Twelve College Exchange Students at Amherst are not eligible for transfer to the college. The Amherst College Visiting Student Application should be submitted with a $60 processing fee. Applications are available online. It must arrive at the Admission Office no later than December 1, and an application decision will then be mailed in late December. If admitted, visiting students must respond to our offer promptly.

For further information please contact:
Office of Admission
Amherst College
P.O. Box 5000
Amherst, MA 01002-5000
413-542-2328
413-542-2040 (fax)
admission@amherst.edu
www.amherst.edu/admission

For sending express mail requiring a street address:
Office of Admission
Amherst College
220 South Pleasant Street
Amherst, MA 01002-5000

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $60 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $400, which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	$45,000
Student Activities Fee	458
Residential Life Fee (not required of off-campus residents)	114
Campus Center Program Fee	80
Student Health Insurance (optional)	950
	$46,602

The first semester bill in the amount of $23,776 is mailed to all parents in July and is due and payable on or before August 10, 2007. The second semester bill totaling $22,826 is mailed in December and is due and payable on or before January 4, 2008. All College scholarships, Key Education Resources Payment Plan, and any other cash payments received prior to mailing will appear as credits on the bill.

The fee for the support of various activities of the student body for 2007-08 is determined by the Student Allocations Committee. The $458 fee is turned over to the Student Allocations Committee for disbursement to more than 40 student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a $114 Residential Life Fee and a $80 Campus Center Program Fee which are used to promote all campus programs.

The charge of $950 appears on the comprehensive bill for 12 months of Accident and Sickness Insurance for the period August 15, 2007, through August 15, 2008. Any clinical services provided on campus at the Amherst College Student Health Service are covered by the comprehensive fee for all Amherst College students. Further details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Guarantee Deposit

Each new student, or former student reentering, is charged a $175 fee unless this deposit has previously been paid. Included in the $175 guarantee deposit is a $25 transcript fee, which provides all students the opportunity to receive transcripts upon request with no additional charge. This part of the fee is a non-refundable charge. The $150 balance of this deposit is refundable after a student graduates or otherwise leaves the college, less any unpaid charges on his/her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both pre-payment plans and loan plans, including insurance for continued payment in case of death or disability of the parent. For further details write to: Key Education Resources, 745 Atlantic Avenue, Boston, MA 02111.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in the past. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 59.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Fall semester		
Prior to September 3		$17,790
September 4-14	90%	16,011
September 15–30	50%	8,895
October 1-27	25%	4,448
October 28 or later		no refund
Spring semester		
Prior to January 27		$17,790
January 28-February 8	90%	16,011
February 9-17	50%	8,895
February 18-March 15	25%	4,448
March 16 or later		no refund

ROOM AND BOARD

Refund shall be made on a per diem basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September 2007, the comprehensive charge for tuition, room and board will be $45,000, and yet the education of each student costs the College more than $85,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas. Such awards are currently sponsored by the Chicago, Connecticut, Northern California, Northern Ohio, St. Louis, and Southern California Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of financial need. The College also participates in the Federal Work-Study, Pell Grant, Academic Competitiveness Grant, National SMART (Science and Mathematics Access to Retain Talent) Grant, Supplemental Educational Opportunity Grant, Direct Stafford/Ford Loan, Perkins Loan, and Direct Parent Loan for Undergraduate Students programs.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. Almost one-half of the students receive scholarship grants; more than one-half receive loan and employment assistance.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses the amount which they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees, and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedures of The College Board and amended in individual cases by Amherst College policy. In awarding federal financial aid, the College determines eligibility according to the procedures specified in the Higher Education Act of 1965, as amended. The College assumes that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for parental contributions and student contributions from savings and income (usually from summer employment), as much as $5,200 of an applicant's demonstrated need will be met with a combination of college-year employment and long-term, moderate-interest loans. Within the resources of the College, a student may expect to receive scholarship and grant aid to cover remaining financial need. Student loans require no payment of principal before graduation from Amherst. The loans are typically repayable on a monthly basis within a ten-year period at a moderate rate of simple interest. Repayment may be deferred for graduate school, and there are various other provisions for deferment and, in some cases, cancellation of student loans. Students from low-income backgrounds have no student loan included in their financial aid awards; students from modest-income backgrounds have a reduced loan included in their financial aid awards.

Receipt of scholarship grants is not contingent upon acceptance of a loan. Many students prefer to earn more money during the summer or at college so that not so large a loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual circumstances or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. Outside scholarship awards will be used first to reduce the expected loan and employment parts of a financial aid award. Any excess outside aid may reduce the Amherst scholarship amount, in accordance with the recipient's financial need.

APPLYING FOR FINANCIAL AID

To apply for financial aid from Amherst, a candidate should submit the following items by the dates indicated:

- *CSS/Financial Aid* PROFILE. A student from the United States or Canada should complete this form with The College Board online at profileonline.collegeboard.com. The Amherst College code for the PROFILE is 3003.

  Early Decision: November 1
  Regular Decision: February 15
  Fall Transfer: March 15
  Spring Transfer: November 1

- If the student's parents are separated or divorced, the noncustodial parent should file The College Board's *Noncustodial* PROFILE (NCP) after the student and the custodial parent have filed the CSS/Financial Aid PROFILE. Information about the NCP will be sent to the student by The College Board soon after the PROFILE is filed.

- *Parents' and student's federal income tax returns and wage statements.* Signed copies of these documents should be submitted through The College Board's Institutional Documentation Service (IDOC). Students who file a CSS/Financial Aid PROFILE will receive information about submitting documents in early February. Students who apply for Early Decision admission and Regular Decision candidates whose family's income tax forms are not available by March 10, should submit copies of the prior year's tax returns and income documentation directly to the Office of Financial Aid. When the current documents are available, they should be submitted though the IDOC service.

  Early Decision: November 15
  Regular Decision: March 10
  Fall Transfer: April 10
  Spring Transfer: November 1

- *Free Application for Federal Student Aid, or FAFSA* (for U.S. citizens and permanent residents only). The FAFSA may be completed online at www.fafsa.ed.gov. A paper version of the FAFSA form may also be available from secondary school counselors. The Amherst College code for the FAFSA is 002115. The FAFSA should not be submitted before January 1.

Transfer Applicants. Transfer applicants from the United States and Canada are treated identically to first-year applicants, with admission decisions made on a need-blind basis and financial need met in full.

International Applicants. Amherst College offers a limited amount of financial aid to international students based on financial need. Admission of international students may take into consideration a candidate's need for financial aid. Applicants must submit The College Board's International Student Financial Aid Application. More information is available at www.amherst.edu/~finaid under the heading, "International Students."

Early Decision. Early Decision applicants who submit their financial aid application materials on time will receive a preliminary financial aid award soon after getting a letter of admission. This award will be confirmed later, after the cost of attendance for the coming year has been set and after income is confirmed on the basis of the student's and student's parents' income tax returns. A student who wants to compare financial aid packages from several colleges should apply as a Regular Decision applicant.

Renewal of Financial Aid. Students in the upper classes who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 25. Renewal forms may be printed from the financial aid website, www.amherst.edu/~finaid, and should be returned directly to the Office of Financial Aid. Students will receive notification of their financial aid awards in June.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> ... until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students who are otherwise receiving grant assistance from the College. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A brochure with a more detailed description of the financial aid program is available upon request from the Admission Office. Additional information is also available from the College's website at www.amherst.edu/~finaid. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, Amherst College, P.O. Box 5000, Amherst, MA 01002-5000 or finaid@amherst.edu.

IV

GENERAL REGULATIONS
DEGREE REQUIREMENTS

AMHERS
AMHE

General Regulations

TERMS AND VACATIONS

THE COLLEGE year 2007-08 includes two regular semesters, the first with 13 weeks and the second with 14 weeks of classes. In the fall semester is an October break and a Thanksgiving recess. After the winter recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements, which together comprise the Amherst College Honor Code. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each semester. It is the responsibility of each student to read and understand this Statement and to inquire as to its implications in his or her specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any person that do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social, recreational and residential environment.

Harassment

Amherst College does not condone harassment of any kind, against any group or individual, because of race, religion, ethnic identification, age, handicap, gender or sexual orientation. Such harassment is clearly in conflict with the interests of the College as an educational community and in many cases with provisions of law.

Sexual Harassment

Amherst College is committed to establishing and maintaining an environment free of all forms of harassment. Sexual harassment breaches the trust that is expected and required in order for members of an educational community to be free to learn and work. It is a form of discrimination because it unjustly deprives a person of equal treatment. Sexual harassment can injure anyone who is subjected to it, regardless of gender or sexual orientation.

The College's policy on sexual harassment is directed towards behavior and does not purport to regulate beliefs, attitudes, or feelings. It is based on federal and state law, which prohibit certain specific forms of sexual harassment; on the College's Statement on Respect for Persons, which requires that a person's sex and sexual orientation be treated with respect; and on the following statement on sexual harassment passed by the Faculty on May 23, 1985:

> Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic work, or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or demeaning working, academic or social environment.

The College believes that sexual harassment, besides being intrinsically harmful and illegal, also corrupts the integrity of the educational process.

Because it is possible for one person to act unintentionally in a manner that sexually harasses another, it is imperative that all members of the College community understand what kinds of behavior constitute sexual harassment. Hence, we provide here a general description of sexual harassment.

Sexual harassment occurs when one person attempts to coerce another into a sexual relationship, or to punish a refusal to respond to or comply with sexual advances. Attempts to subject a person to unwanted attention of a sexual character, sexual slurs or derogatory language directed at another person's sexuality or gender also can be forms of sexual harassment. Thus, sexual harassment can include a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a non-consenting individual. It is also possible that sexual harassment can occur unintentionally when behavior of a sexual nature has the effect of creating a hostile environment. In some cases, sexual harassment is obvious and may involve an overt action, a threat, or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment also occurs when a position of authority is used to threaten the imposition of penalty or the withholding of benefit unless sexual favors are granted, whether or not the threat is carried out. Sexual harassment, when it exploits the authority the institution gives its employees, or otherwise compromises the boundary between personal and professional roles, is an abuse of the power the College entrusts to them. The potential for sexual harassment exists in any sexual relationship between a student and a member of the faculty, administration or staff. Anyone in a position of authority should thoroughly understand the potential for coercion in sexual relationships between persons who are professionally affiliated. These relationships may involve persons in a position of authority over their colleagues (e.g., tenured faculty and non-tenured faculty; administrators and staff); or they may involve those who teach, advise or supervise students.

Sexual harassment also takes the form of unwanted attention among peers. Sexual harassment by peers may have the purpose or effect of creating an intimidating, hostile, or demeaning environment. Sexual harassment by peers can occur between strangers, casual acquaintances, hall-mates, and even friends.

Because sexual harassment is a direct violation of the College's "Statement on Respect for Persons," Amherst College will seriously and thoroughly investigate any complaints of sexual harassment and will discipline those found guilty. Any student who believes she or he may be the victim of sexual harassment by a member of the faculty should consult the section on "Seeking Redress in Cases of Sexual Harassment" and "The Resolution of Student Grievances with Members of the Faculty or Administration" in the *Student Handbook*. The *Faculty Handbook* gives further information about grievance procedures. Any student who believes she or he may be the victim of sexual harassment by a peer should consult the student-student grievance procedures in the *Student Handbook*.

Consensual Sexual Relationships Between Faculty Members and Students

Experience has shown that consensual sexual relationships between faculty members and students can lead to harassment. Faculty members should understand the potential for coercion in sexual relationships with students with whom the faculty members also have instructional, advisory or supervisory relationships.

Even when such relationships do not lead to harassment, they can compromise the integrity of the educational process. The objectivity of evaluations which occur in making recommendations or assigning grades, honors, and fellowships may be called into question when a faculty member involved in those functions has or has had a sexual relationship with a student.

For these reasons, the College does not condone and, in fact, strongly discourages consensual sexual relationships between faculty members and students. The College requires a faculty member to remove himself or herself from any supervisory, evaluative, advisory, or other pedagogical role involving a student with whom he or she has had or currently has a sexual relationship. Since the absence of this person may deprive the student of educational, advising, or career opportunities, both parties should be mindful of the potential costs to the student before entering into a sexual relationship.

In cases in which it proves necessary, the Dean of Faculty, in consultation with the Dean of Students and the Chair (or Head) of the relevant department, will evaluate the student's situation and take measures to prevent deprivation of educational and advising opportunities. The appropriate officers of the College will have the authority to make exceptions to normal academic rules and policies that are warranted by the circumstances.

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the College Health Service or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook.*

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Passing Grades = A+, A, A–, B+, B, B–, C+, C, C–, D, Pass
Failing Grade = F

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A– = 12; B+ = 11, B = 10, B– = 9; C+ = 8, C = 7, C– = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the 32 courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within 14 days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. First-year students, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in many courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Class Dean, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Class Dean.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Career Center and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the junior year, although sophomore year educational leaves are permitted. It is expected that students will spend their senior year at Amherst. To receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See Transfer Policy statement.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 15. Students who may be away from campus for the spring term should notify their dean and advisor before April 15 of the previous year. Students who fail to notify the dean of their plans prior to these deadlines will not be guaranteed housing for the semester in which they prefer to return. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions for disabling medical reasons or grave personal emergencies by the Committee on Academic Standing or the class deans, students who withdraw after the seventh week of a semester will withdraw with penalty and have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 53 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans as early as possible, but before March 15. For students planning to return for the spring semester, the letters should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information, such as an interview on-campus with a class dean, may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to participate in the student residence room-selection.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 73 regarding academic credit from other institutions.)

DELINQUENCIES

At the midpoint and end of each semester, the academic records of all students are reviewed by the class deans and the Committee on Academic Standing. Those students who have clearly shown their unfitness for academic work are dismissed from the College. The academic records of others about whom the Committee has some concern are also carefully examined. Depending on the degree of difficulty a student has experienced, he/she may be regularly reviewed, issued an academic warning or placed on probation. Students who, by failing a course, incur a deficiency in the number of courses required for normal progress toward graduation are expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 68.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.
d. Those who have accumulated delinquencies in three or more courses during their college careers.
e. Those who have been on probation and have failed to meet the conditions of their probation.

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters. During this time he or she is usually expected to demonstrate readiness for return by completing a semester of approved academic work at another accredited college or university. Conditions for readmission shall be set forth clearly in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

---

*See Degree Requirements.

ROOMS AND BOARD

Dormitory and house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook.*

All students living in dormitories and houses, except for those students living in the Humphries House cooperative, are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students with unique circumstances who want to live off campus should speak with the dean in charge of housing or their class dean. First-year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

Degree Requirements

BACHELOR OF ARTS

THE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude, magna cum laude,* or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite.*

REQUIREMENTS

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

The Bachelor of Arts degree is awarded to students who:

1. Complete 32 full semester courses *and* four years (eight semesters) of residence,* except that a student who has dropped a course without penalty during the first year, or who has failed a course during the first or second year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed 31 full courses.

---

*In exceptional cases, a student with at least six semesters of residence at Amherst and at least 24 courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal 32-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

Transfer students must complete 32 full semester courses or their equivalent, at least 16 of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the 32-course requirement for graduation.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. Fifth courses cannot be used to accelerate graduation. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

Also in exceptional cases a student may petition the Dean of Students at the time of admission or prior to the beginning of any semester for permission to enroll in a program of three courses per semester for any number of semesters of his or her enrollment at Amherst. Such permission may be granted only for reasons of physical disability (e.g., for students who have serious visual or hearing impairments) or compelling family responsibility (e.g., for students who are parents and have custodial responsibility for their children). In such cases, the student may be granted permission to spend as many as two additional semesters at Amherst College and to graduate with no fewer than 31 courses.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a three- or four-semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 66.)

A student may not add a course to his/her program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

First-year students who experience severe academic difficulty may petition the Dean of New Students for permission to drop one course without penalty during their first year. The Dean of New Students, in consultation with the instructor and advisor, will decide on the basis of the student's educational needs whether or not to grant the petition. Petitions to withdraw from a course will normally be accepted only during the sixth, seventh, and eighth weeks of either the first or the second semester. Exceptions to this rule shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of New Students.

Transfer students may petition their Class Dean to drop one course without penalty during the sixth, seventh, and eighth weeks of their first semester at Amherst. They must follow the petition procedure described above. The Class Dean, in consultation with the student's instructor and advisor, will decide whether or not to grant this petition.

For sophomores, juniors, and seniors, exceptions to the rule prohibiting the dropping of a course after the fourteenth calendar day of the semester shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Students in consultation with the student's class dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1996, the first-year students are required to take a First-Year Seminar. These courses are planned and taught by one or more members of the Faculty as a way to introduce students to liberal studies through a range of innovative and often interdisciplinary approaches. The subject matter of the courses varies, as do the capabilities they seek to encourage. These range from writing, quantitative skills, scientific reasoning, oral presentation, and argumentation, to performing, creating and contemplative learning. All seminar instructors share the goal of helping students develop an analytic approach to the course material.

Through these classes, first-year students are exposed to the diversity of learning that takes place at the College. Small groups of students work closely with professors in a collaborative atmosphere and immerse themselves deeply in the course's particular subject matter. Typically, informed discussion is a major component of a first-year seminar. The courses offered for 2007-08 are described on pages 77-85.

Amherst's liberal studies curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the sophomore year; thereafter each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:

- provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime;
- analyze one's own polity, economic order, and culture;
- employ abstract reasoning;
- work within the scientific method;
- engage in creative action—doing, making and performing;
- interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of at least eight courses pursued under the direction of a department or special group. A major may begin in either the first or second year and must be declared by the end of the second year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the requirement of at least eight courses within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

Some Amherst students may wish to declare a major in more than one department or program. This curricular option is available, although it entails special responsibilities. At Amherst, departments are solely responsible for defining the content and structure of an acceptable program of study for majors. Students who elect a double major must present the signatures of both academic advisors when registering for each semester's courses and they must, of course, fulfill the graduation requirements and comprehensive examinations established by two academic programs. In addition, double majors may not credit courses approved for either major toward the other without the explicit consent of an announced departmental policy or the signature of a departmental chairperson. In their senior year, students with a double major must verify their approved courses with both academic advisors *before* registering for their last semester at the College.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Academic Standing and Special Majors. Under ordinary circumstances, the proposal will be submitted during the first semester of the junior year and not under any circumstances later than the eighth week of the second junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Academic Standing and Special Majors, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for reevaluation: one not later than the last day of classes of the second semester of the senior year, and the other during the next college year.

DEGREE WITH HONORS

The requirements for graduation with a degree with honors are as follows:

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. Latin Honors are awarded to students completing a thesis within their major department or program. English honors are awarded to students solely on the basis of performance in course work. The awarding of both Latin and English honors will be made by the Faculty of the College, and will appear on the diploma. In making such awards, the Faculty will observe the following guidelines:

Latin Honors

1. Candidates eligible for the degree *summa cum laude* must have a minimum overall grade point average in the top 25% of their class and have received a recommendation of *summa* based on a thesis or comparable work from a department or program in which they have majored. In addition, the theses of candidates for the degree *summa cum laude* will be reviewed by the Committee of Six, who will transmit its recommendation to the Faculty. Candidates will also have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty.

2. Candidates eligible for the degree *magna cum laude* must have a minimum overall grade point average in the top 25% of their class and have received a recommendation of *magna* based on a thesis or comparable work from a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of *magna* quality.

3. Candidates eligible for the degree *cum laude* must have received a recommendation of *cum* based on a thesis or comparable work from a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of *cum* quality.

Distinction

Candidates eligible for a degree with Distinction must have an overall grade point average in the top 25% of their class.

INDEPENDENT SCHOLAR PROGRAM

A limited number of students who elect to do so may participate in an Independent Scholar Program, usually in the junior or senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Academic Standing and Special Majors, which includes the

Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Academic Standing and Special Majors after approval of their written proposal and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four-and-one-half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of $50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five College cooperation are described in the *Student Handbook.*

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students and the Registrar; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

V

COURSES OF INSTRUCTION

Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are followed by D or H.

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Student's Class Dean.

FIRST-YEAR SEMINARS: THE LIBERAL STUDIES CURRICULUM

During 2007-08, Faculty members in groups of one or more will teach 27 First-Year Seminars. Every first-year students must take one of these courses during the first semester. They are open only to Amherst College first-year students.

1. The Value of Nature. Our impact on the environment has been large, and in recent decades the pace of change has clearly accelerated. Many species face extinction, forests are disappearing, and toxic wastes and emissions accumulate. The prospect of a general environmental calamity seems all too real.

This sense of crisis has spurred intense and wide-ranging debate over what our proper relationship to nature should be. This debate will be the focus of the seminar. Among the questions we shall explore will be: What obligations, if any, do we have to non-human animals, to living organisms like trees, to ecosystems as a whole, and to future generations of humans? Do animals have rights we ought to respect? Is nature intrinsically valuable or merely a bundle of utilities for our benefit? Is there even a stable notion of "what is natural" that can be deployed in a workable environmental ethic? We will investigate these and related questions with readings drawn from literature, philosophy, the social sciences and ecology.

First semester. Professor Moore.

2. Genes, Genomes and Society. The sequencing of the human genome ranks as one of the most significant scientific achievements of the last century. How might we ensure that scientific progress is matched by society's ability to use that knowledge for human betterment? Although the scientific ramifications of the genomic revolution are just beginning to be explored, major implications are already apparent in such diverse fields as philosophy, medicine and law. The course will begin with a primer on genetics and molecular biology, but quickly move to consider some of the philosophical, ethical and very practical societal concerns raised by recent genetic discoveries. We will consider such issues as the origin of humans and of human races (and are there such?); the use and potential mis-use of DNA fingerprinting by governmental agencies; whether genetic information should be protected from scrutiny by insurance companies or employers; the ability of parents to screen potential offspring for a range of diseases; the creation of genetically altered plants and animals; and human gene therapy.

First semester. Professors Bishop and Ratner.

3. Evolution and Intellectual Revolution. Few thinkers have had such a broad and deep influence on their subject as Charles Darwin has had on biology; few scientific theories have had larger effects on western culture than his theory of evolution by natural selection. This course examines the Darwinian theory of evolution, its genesis and its influence. In so doing, we will study Darwin's career, the scientific and non-scientific background to his work, and the debate over evolution as it was conducted in Darwin's time and as it persists to the present day.

First semester. Professor Servos.

4. The Rule of Law. All political systems must operate according to the "rule of law" if they are to be deemed legitimate. This statement has assumed the quality of a truism: we hear it repeated by the President of the United States, the Secretary-General of the United Nations, and the President of the International Criminal Court. At the same time, though, that everyone seems to agree that the "rule of law" is a good thing, no one seems able to say for sure what the "rule of law" is. What, then, do we mean by the "rule of law"? What does it mean to speak of government limited by law? What are these limits, where do they come from, and how are they enforced? What role does the "rule of law" play in legitimating structures of governance? Does the "rule of law" imply any particular relationship between legality and morality? We will hazard answers to these questions through a close reading of works of theorists such as John Locke, Thomas Hobbes, H.L.A. Hart and Lon Fuller. In addition, we will examine the arguments of these theorists as they help us think through pressing legal challenges of our age, such as defining the limits of executive power in the "war against terror."

First semester. Professor Douglas.

5. Drugs in History, Society and Culture. This course examines the changing ways that human beings have used psychoactive drugs and societies have controlled that use. After examining drug use in broad historical and cross-cultural perspectives and studying the physiological and psychological effects of different drugs, we look at the various ways in which contemporary societies both encourage and seek to control drug use. Among the issues we address are the drug war, the disease model of drug addiction, the proliferation of prescription drugs, the images of drug use in popular culture, and America's complicated history of alcohol control. Above all, we examine the contradictions of a society that energetically both promotes and represses drug use.

First semester. Professor Couvares.

6. Improvisational Thinking. Much of our work in college is applied to activities that involve large amounts of reworking and editing. But in many endeavors, efforts that are apparently more spontaneous are required. Thinking in improvisational modes requires several special techniques, and yet is done by virtually all of us at times. Improvisation can be used to solve emergency problems or create art at the highest levels. Dictionary definitions of improvisation usually refer to "inventing or reciting without preparation," "executing something offhandedly" or "preparing hastily or without previous preparation." In reality, preparation for successful improvisation is arduous, although editing occurs just before or during the act of execution. We will explore improvisational thinking with the aid of several skilled practitioners of improvisation as guest lecturers and performers. We will ask how improvisational thinking differs from other ways of thinking and how it is similar. We will inquire into the variety of techniques used in improvisation and discuss its relationship to the creative process. Neither improvisation nor creativity is limited to the arts or any other discipline. We will draw from diverse fields including jazz, Indian music, rap, Chinese painting, dance, mime, science, cooking, sports, story telling, psychotherapy, poetry and stand-up comedy. Class discussion is encouraged and students will have several opportunities to improvise in class and explore their individual interests in improvisation.

First semester. Professor Poccia.

7. Telling Lives. Can the story of a single human life offer a useful way of understanding the American past? How does a writer construct such a story? To what extent can a reader trust it as a kind of historical document? Through a close reading of a broad array of biographies we'll ask how writers know what they know and how they assemble facts and speculation to narrate a life. We'll also consider historical fiction and memoirs, to raise questions about the differences between history, memory, and works of the imagination. In addition, we will look at painted and photographic portraits to consider non-literary ways of describing human character. This class will make extensive use of the college archives and art museum, and all students will get to try their hand at using public documents and historical records to construct the life of an unsung figure from the American past. Among the writers we will read are Natalie Zemon Davis, Wallace Stegner, and Maxine Hong Kingston.

First semester. Professor Sandweiss.

8. Democracy in Latin America. This is an introduction to the study of both contemporary Latin American politics and democratization in general. The overriding question that will guide this seminar is: why have democracy and self-sustained prosperity been so difficult to accomplish in the region? We will focus on Argentina, Chile, Cuba, Mexico, and Venezuela, and to a lesser extent on Brazil, Colombia and Peru.

The course is divided into four parts. The first part focuses on common historical and institutional legacies that might have hindered democratic and economic development in the region. This part also examines similarities in the way that Latin American nations have responded to this legacy. For example, almost all Latin American countries developed intense economic nationalism, an overexpanded state bureaucracy, and corporatist-populist methods of political control between the 1930s and the 1980s. We will ask why Latin American countries adopted these similar political features.

The second part of the course looks at some differences among our cases. Despite their similar traditions, the countries of the region developed very different political systems after World War II. Why? Hypotheses will be formulated to explain, for instance, why some countries became democratic while others did not; why some countries remained stable while others did not; and why some societies resisted authoritarianism successfully, while others did not. This part of the course also examines the role of political institutions, pressure groups (such as business, labor, the military and the Catholic Church), and cultural traits (such as machismo) in shaping these responses.

The third part of the course examines the transition to democracy. What explains the odd combination of democratic rebirth and economic chaos in the 1980s? As we move to the 1990s, our question changes again: why do some countries continue on a path of greater democratization, while others exhibit democratic reverses, even authoritarian revivals.

The last part of the course will focus on a completely new topic, both in Latin American politics and in the scholarship of democracy worldwide: the fate of gay/lesbian rights movements. Advancing gay rights in any country confronts enormous challenges. Are such challenges different, maybe even more onerous, in Latin American, than say, advanced democracies? Or to the contrary, is there something about Latin American institutions and cultures that would suggest that this will be the site of the wave of democratic advances in the fight for gay rights.

First semester. Professor Corrales.

9. Citizenship and National Identity. This course explores the meanings of citizenship and national political community in the context of the modern world. Historically, have states been created as national political communities, with unifying national cultural identities and ideologies? How have they responded to ethnic diversity within their borders? What have been the historical bases of national solidarity? How has the concept of full and equal national citizenship been variously defined and regulated? In what ways, if any, has the current era of globalization undermined the blueprints for assimilation and exclusion and altered the very meaning of patriotism, national belonging and citizenship? Are religious, transnational and cosmopolitan identities capable of weakening or displacing national identity? These questions and others will be addressed theoretically, historically and comparatively. To this end, we will consider a comparison of American, French and German concepts of national identity and citizenship; tensions between state and nation in the Middle East; and the issue of race, ethnicity and immigration in the European Union and the United States.

First semester. Professors Levin and Machala.

10. Pariscape: Imagining Paris in the Twentieth Century. Paris has been for centuries one of the exemplary sites of our urban sensibility, a city that has indelibly and controversially influenced the twentieth-century imagination. Poets, novelists and essayists, painters, photographers and film-makers: all have made use of Paris and its cityscape to examine relationships among technology, literature, city planning, art, social organizations, politics and what we might call the urban imagination. This course will study how these writers and visual artists have seen Paris, and how, through their representations, they created and challenged the "modernist" world view.

In order to discover elements of a common memory of Paris, we will study a group of writers (Apollinaire, Calvino, Stein, Hemingway and others), philosophers and social commentators (Simmel, Benjamin, Barthes), filmmakers (Clair, Truffaut, Tati and others), photographers (Atget, Brassaï) and painters (DeChirico, Picasso, Delaunay, and others). Finally, we will look at how such factors as tourism, print media, public works, immigration and suburban development affect a city's simultaneous and frequently uncomfortable identity as both a geopolitical and an imaginative site.

First semester. Professor Rosbottom.

11. Decisions and Uncertainty. This course will explore the processes individuals and institutions use to make decisions. Particular emphasis will be given to the role that uncertainty plays in these decisions. The mathematics of probability provides a framework that allows us to understand better the nature of uncertainty. We shall observe how we use probability implicitly and explicitly in our everyday lives. Through case studies of political, economic and social issues in such areas as law, medicine and regulation, the usefulness of probability in making decisions will be demonstrated. The course explores, through common sense approaches, how probability helps us understand today's complex and uncertain world.

First semester. Professor Westhoff.

12. Friendship. An inquiry into the nature of friendship from historical, literary and philosophical perspectives. What are and what have been the relations between friendship and love, friendship and marriage, friendship and erotic life, friendship and age? How do men's and women's conceptions and experiences of friendship differ? Readings will be drawn from the following: *The Epic of Gilgamesh*; Plato's *Symposium* and *Phaedrus*; selections from the *Bible* and Aristotle's *Nicomachean Ethics*; essays by Montaigne, Emerson and C.S. Lewis; Mill's *On the Subjection of Women*; Whitman's poetry; Jewett's *The Country of the Pointed Firs*; Morrison's *Sula*; Truffaut's *Jules and Jim* and Herzog's *My Best Fiend*.

First semester. Professor Townsend.

13. Erôs and Insight. What would it be like to experience yourself, those around you, and the world through deliberate and disciplined contemplation? This seminar will define and then explore through specific exercises contemplative knowing as attentiveness, openness and the act of sustaining contradiction. By this means we will seek common ground between the seemingly opposed realities of art and science, erôs and insight. During the first half of the course we will use brief readings from Thoreau, Simone Weil and others to discover the nature of contemplative engagement. We will then work with material drawn from science (Kepler, Oliver Sacks, Einstein, Barbara McClintock) and the arts (Rembrandt, Goethe, Mondrian, Ryoan-ji in Kyoto) that exemplify such engagement and can lead to contemplative insight. In the second part of the course we turn to the question of love, and seek its deep relationship to contemplation and knowing. In this exploration we will be guided by the writings of Marguerite Porete, the troubadours, Rainer Maria Rilke, and Thomas Merton. We will conclude by re-imagining together Plato's famous *Symposium* on the question of love.

First semester. Professor Zajonc.

14. The Unseen Universe. In recent years, astronomers have come to realize that the view of the universe we get through telescopes is not telling the whole story. Rather, in addition to all the astronomical objects that we can observe, the universe contains an enormous number of unseen things: objects which we have never directly detected and, in some cases, which we never will. Some of these objects are black holes, some are planets orbiting nearby stars, and the nature of the rest—the mysterious "dark matter"—is entirely unknown.

First semester. Professor Greenstein.

15. Secrets and Lies. Politics seems almost unimaginable without secrecy and lying. From the noble lie of Plato's *Republic* to the controversy about former

President Clinton's "lying" in the Monica Lewinsky case, from the use of secrecy in today's war against terrorism to the endless spinning of political campaigns, from President John Kennedy's behavior during the Cuban missile crisis to cover-ups concerning pedophile priests in the Catholic church, from Freud's efforts to decode the secrets beneath civilized life to contemporary exposés of the private lives of politicians, politics and deception seem to go hand-in-hand. This course investigates how the practices of politics are informed by the keeping and telling of secrets, and the telling and exposing of lies. We will address such questions as: When, if ever, is it right to lie or to breach confidences? When is it right to expose secrets and lies? Is it necessary to be prepared to lie in order to advance the cause of justice? Or, must we do justice justly? When is secrecy really necessary and when is it merely a pretext for Machiavellian manipulation? Are secrecy and deceit more prevalent in some kinds of political systems than in others? As we explore those questions we will discuss the place of candor and openness in politics and social life; the relationship between the claims of privacy (e.g., the closeting of sexual desire) and secrecy and deception in public arenas; conspiracy theories as they are applied to politics; and the importance of secrecy in the domains of national security and law enforcement. We will examine the treatment of secrecy and lying in political theory as well as their appearance in literature and popular culture, for example *Mr. Smith Goes to Washington, Primary Colors, Schindler's List* and *The Insider*.

First semester. Professor Sarat.

16. Performance. This course will explore the basic elements of performance as an art form, including the relationship between action and environment, time and space, and perception and memory on the stage. Students will attend a broad range of performances, from traditional theater and opera to contemporary dance and installation work, and record their understanding of what they have seen in weekly papers. In addition, readings and videos will serve not only as a springboard for class discussion but also as a starting point for a final project. Folklore texts from a variety of cultures will provide a narrative framework for the creation of designs or performance pieces, allowing students to develop and adapt their ideas within established contexts.

First semester. Professor Dougan.

17. War. This seminar investigates war from prehistory to the present, spending much of the time on the period since 1800 and paying special attention to the consequences of twentieth-century warfare. Topics include: the transformative impact of technology (e.g., more efficient guns, new surveillance capabilities, air power, and weapons of mass destruction) on military tactics and strategy as well as on the concept of a "just" war; war and human rights (particularly the problem of war crimes and of non-combatant deaths); international law and war; the problem of representing and remembering wars past; women and gender in the context of war; war in an era of globalization; war and genocide; and the war on terror. Our scope will be global and a range of conflicts will be considered, if not exhaustively covered. We will draw on a diverse array of sources, including social and military history, literature, movies, war memoirs, and international human rights *reportage*.

This is a discussion-based course with the expectation of active participation by the students. The individual sections of the course will usually meet separately and only come together occasionally (two or three times) for group activities and guest speakers. All three instructors are members of the history department: one is a specialist in Russian history, another in European history, and the third in African history. The course employs a variety of approaches drawn from the humanities and the social sciences. Students will develop critical skills by reading, writing, and discussing the films, histories, images, literature, memoirs, and government documents used in the course. In addition to a couple of brief written exercises, students will write four five-page essays designed to integrate each section of the course. The essays will provide an opportunity to work on analytical writing and will emphasize the importance of constructing a written argument supported by evidence.

First semester. Professors Czap, Hunt, and Redding.

18. Arts of Spain, From the *Siglo de Oro* to Saura. We begin with Goya, from royal commissions to the harrowing "pinturas negras." Other artists to be considered include Casas, Rusinyol, Gaudí, Picasso, Miró, Tapiés, Almodóvar and Saura. Although the primary focus will be visual arts (painting, prints, architecture, film) we will consider poetry (García Lorca), music and dance (*zarzuelas*, flamenco) and religious rituals. We will address the diversity of Spain's political, linguistic and cultural centers, and consider how this complicates any discussion of nationalism or a Spanish "mentality." We will address the importance of concepts like *machismo* and *duende*, the legacy of literary themes and characters (*La Celestina, Don Quijote*), as well as the "anxiety of influence" toward Golden Age giants like Velázquez and Zurbarán. Our period was marked by conflict: an empire lost, the defeat by Napoleon, civil war. Holy wars, anti-clerical insurrections, economic vicissitudes, all came into play as did battles waged in nature's realm, the cosmic order. We close with the artistic efflorescence of Spain's nascent democracy. We will have a field trip to the Boston Museum of Fine Arts, which holds the most extensive collection of Goya works on paper outside of the Prado.

First semester. Professor Staller.

19. Growing Up in America. How do race, social class and gender shape the experience of growing up in America? We will begin by examining the life of a contemporary African-American male on his journey from the inner city to an Ivy League university. We then look back historically at some nineteenth-century lives—male and female, black and white, real and fictional—to understand how the transition from an agricultural to an urban industrial society has influenced the experience of coming of age. The remainder of the course will center on coming of age in the twentieth century. Our focus will be on the formation of identity, relationship with parents, courtship, sexuality and the importance of place. In addition to historical, sociological and psychological texts, the class will discuss autobiographies like those of Douglass and Jacobs and fiction by Baldwin and Salinger.

First semester. Professor Aries.

20. Africa: Power and Representation. The right to represent oneself has always been an important piece of symbolic capital and a source of power. External representations of Africa have consistently distorted and misinterpreted the peoples and cultures of the continent. Within Africa, this right—to produce and display particular images—has been inseparable from both secular and sacred power. The discrepancy in interpretation of various images, whether these are in the form of visual objects or in the form of philosophies or concepts, has produced a misunderstanding of African institutions and art. In addition, historically the right to represent and claim one's identity has become increasingly politicized. Control over various representations and images of Africa and things African has become contested. Using an interdisciplinary focus from the fields of art history, history and anthropology, this course will examine representations and interpretations of images of Africa both from within and from outside the continent. Ultimately we will link these with various forms of power and legitimacy to consider the complexity behind the development of an idea of Africa.

First semester. Professor Goheen.

21. Science and Religion. Science and religion have a long, sometimes intense history of conflict, at times fighting bitterly to establish themselves as the authority that best dictates how we should view our world. Must this division exist? Are science and religion fundamentally competing viewpoints? Or should they be complementary views that, understood properly, address non-overlapping elements of our lives?

Some believe the latter: that science decribes the physical world while religion provides moral and ethical grounding. Others believe this distinction is artificial, and that neither religion nor science can be so easily constrained. We will sample the history of this conflict and analyze opinions on both sides. We will apply our examination to current conflicts such as stem-cell research and genetic engineering.

First semester. Professor Kaplan.

22. Internet Controversies. This course is about how the growing ubiquity of the Internet forces us to reconsider traditional concepts like property, privacy, responsibility, and culpability. To learn what policies might be feasible (and infeasible), we will start by discussing some technical aspects of how the Internet works, considering transmission technologies, Internet protocols, web applications, and encryption.

We will then consider legal and social controversies relating to property (copyright, open source, and music/media downloads); to privacy (spam, identity theft, insecure databases, the Patriot Act, and related laws); and to other problems such as law enforcement, behavior monitoring, and electronic voting.

First semester. Professor C. McGeoch.

23. Lies, Damn Lies and Statistics. In 1895 H.G. Wells wrote "Statistical thinking will one day be as necessary for efficient citizenship as the ability to read and write." Today, statistics are cited to sway our opinion on everything from which toothbrush dentists prefer to how crime rates have changed from one political administration to the next. The primary objective of this seminar is not to make an expert data analyst or statistician out of every student, but to equip students with the tools needed to be an educated consumer of statistical information encountered every day in mass media. Through readings of selected books, articles, and advertisements, we'll examine the importance of proper study design and data collection, look at graphical representations both accurate and misleading, and investigate what it really means to say two variables are "correlated" or the difference between two groups is "statistically significant."

The course will conclude with real-life examples showing the power of statistical methodology when used appropriately. Among other studies, we'll see how cell phone companies use statistics to detect fraud, how Anthrax outbreaks can be modeled, and even how statistics can be used to catch a mass murderer.

First semester. Professor Tranbarger.

24. Transformative Ideas. This course is an exploration of a series of ideas from the nineteenth and twentieth centuries that have substantially changed the way people think about humanity. Each idea is closely associated with an author.

We will closely read and write about Karl Marx's *The Communist Manifesto*, Friedrich Nietzsche's *The Genealogy of Morals*, Sigmund Freud's *Civilization and Its Discontents*, Max Weber's *The Protestant Ethic and the Spirit of Capitalism*, Hannah Arendt's *Eichmann in Jerusalem*, Franz Fanon's *The Wretched of the Earth*, and Michel Foucault's *Discipline and Punish*.

First semester. Professor Dumm.

25. Dreamlands: The Universe of Dreams in Chinese Literature. The course will explore the world of dreams in pre-modern, modern and contemporary Chinese literature and culture. Beginning with Daoist and Buddhist sources, and proceeding in a chronological fashion, we will navigate the dreamscapes mapped by traditional oneiromancy, philosophy, poetry, drama, fiction, all the way to contemporary theatrical and cinematic discourse.

What do dreams mean? How does their language intersect with the language of faith, desire, gender, politics, power and fear? How similar and how different are our dreaming brains today from those of Chinese philosophers that lived three thousand years ago? Do cultural differences make us dream different dreams? These are just some of the questions that we will try to answer together during the semester.

In order to do so, we will look at the semantic, religious and aesthetic function of dreams in the changing world of Chinese culture, connecting our findings to recent discoveries in the fields of contemporary psychology, psychoanalysis and neuroscience. Where possible, we will also engage in comparison with dream-related practices and traditions in other South and East Asian contexts, such as those of India and Tibet.

First semester. Professor Zamperini.

26. Mozart and His World. Wolfgang Mozart (1756-1791) is among the most important and productive musicians in the history of western classical music. Among his outstanding traits was an ability to absorb, synthesize, and re-imagine virtually all of the styles of music fashionable throughout Europe in the second half of the eighteenth century. This ability stemmed from a combination of natural proclivity and the unusual tutelage of his father Leopold (perhaps history's most famous "stage father") whose methods included taking his son on extended tours throughout Europe, which allowed him to meet the most important musicians of his day.

This class will be devoted to Mozart's life and music with an emphasis on several of his masterworks—chamber music, symphonies, piano concertos, and especially operas—written in the last decade of his life. The specific repertoire will be chosen to correspond with performances we will attend locally and in Boston and/or New York. A significant portion of class time will involve group listening with the aim of learning how to analyze a complex piece of music in detail. Readings will include biographies of Mozart by Jane Glover and Maynard Solomon, as well as letters (many of which display lively enthusiasm for the sexual and scatological) and other historical documents by Mozart and members of his family.

First semester. Professor Schneider.

27. Autobiography and Self-Creation. Readings and viewings in autobiographical prose, poetry and film with an eye to understanding how we create ourselves on the page or screen. Texts may be drawn from the work of Wordsworth, Elizabeth Bishop, Robert Lowell, Eudora Welty, Maxine Hong Kingston, Studs Terkel, Joyce Chopra and Ross McElwee.

First semester. Senior Lecturer von Schmidt.

AMERICAN STUDIES

Professors Clark, Couvares, Dizard (Chair), Guttmann, Levin, Sánchez-Eppler, Sandweiss, and K. Sweeney*; Associate Professor Ferguson; Assistant Professor Basler*; Five College Visiting Assistant Professor Cardoza.

The core premise of American Studies is disarmingly simple: no discipline or perspective can satisfactorily encompass the diversity and variation that have marked American society and culture from the very beginning. This premise invites majors to craft their own distinctive way of coming to terms with America. Some will favor sociological, historical or economic interpretations; others will be drawn to literary or visual modes of interpretation. However individual majors fashion their courses of study, each major engages with one or more of the department's faculty in an ongoing discussion of what is entailed in the study of American society. This discussion culminates in the choice of a topic for the senior essay. The topic may emerge organically from the courses a major has selected or it may arise out of a passionate engagement with a work of fiction, a curiosity about a historical event, or a desire to understand the persistence of a social problem. Whatever the substantive focus, the senior essay affords majors the opportunity to reflect on what they have learned, refine their analytic and expository skills, and put all this to the test of making sense of some aspect of American society and culture.

The diversity of course selections available to majors ensures that they gain a heightened awareness of the history and present state of the peoples and social forces which constitute American society. Race, class, ethnicity and gender figure centrally in our courses, whether they are treated historically, sociologically or aesthetically. Majoring in American Studies offers students great latitude as well as the opportunity to work closely with a faculty advisor in the senior year on a specific topic.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: American Studies 11 and 12 are required of all majors. Students may also fulfill this requirement by taking American Studies 11 or American Studies 12 twice when the topic changes. In addition, all majors will take American Studies 68, the junior Seminar, and, in the senior year, American Studies 77 and 78 in order to write an interdisciplinary essay on an aspect of American experience. Ideally, majors take these courses in order, but study abroad or other contingencies may make this impossible in individual cases.

Students also take seven other courses about American society and culture. At least three of these courses should be in one department or concentrated on a single theme. At least three of the seven courses should be devoted largely to the study of a period before the twentieth century. Since the topics of American Studies 11 and 12 change frequently, majors may take more than two of these courses and count the third as one of the seven electives and/or one of the courses concentrated on America before the twentieth century.

Advising: In response to the range of the majors' individual preferences and interest, departmental advisors are available for regular consultation. The advisor's primary function is to aid the student in the definition and achievement of his or her own educational goals.

---

*On leave 2007-08.

Departmental Honors Program. All majors must complete the requirements outlined above. Recommendations for Latin Honors are made on the basis of the senior essay produced during the independent work of the senior year.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that fulfillment of the course requirements, combined with the writing of a senior essay, provides adequate grounds for a fair assessment of a major's achievement.

11. The American Dream. More than any other nation, the United States has envisioned itself as a landscape of pure possibility. From the 17th century to the present, an ever-shifting "American Dream" has been the repository of Americans' longing for a new kind of personal and national life. In this class we will consider how Americans have imagined their dream in terms of everything from political freedom to home ownership. This class introduces students to American Studies by focusing on whole books, with attention also given to paintings, photographs and film. Books will include *The Narrative of the Life of Frederick Douglass, Huckleberry Finn, The Great Gatsby,* and *The Human Stain.*

Limited to 20 students per section. First semester. Professors Clark and Sandweiss.

12. Religion, Democracy and American Culture. The United States has inscribed the separation of church and state into its constitutional order, and yet Americans have for two centuries been more deeply committed to religious faith and practice than any other people in the Western world. This course endeavors to explore that paradox. Topics addressed include the changing meanings of "the city on a hill"; the varieties of millennial belief and utopian community; the relationship between religion and ethnicity; religious political activism from abolition to prohibition to anti-abortion; and the limits of religious tolerance from movements against Catholics and Mormons to recent warnings of a "clash of civilizations" with Muslim cultures.

Limited to 20 students per section. Second semester. Professors Couvares and Sánchez-Eppler.

25. Introduction to Asian/Pacific/American Studies. This course broadly explores the cultural, geographic, and intellectual boundaries of Asian American Studies. Our interdisciplinary approach will foster analytic links between studies of capitalism, gender, imperialism, and religion as these inform ethnic and racial formations. Course materials will introduce students to this burgeoning field through the different points of entry described in the Five College A/P/A Studies Certificate Program: expressions (cultural works of art, literature, film, theatre, etc.), U.S. intersections (inter-ethnic connections, for example, between Asian and African Americans), and global intersections (diaspora, migration and transnational formations). Along with its broad survey of the panethnic category of "Asian Americans," the course will feature an in-depth case study of Southeast Asian Americans (e.g., people from Cambodia, Laos, and Vietnam). In addition, students will have the opportunity to map the field for themselves through small group research presentations that will present material not covered by the syllabus.

First semester. Five College Professor Cardozo.

28. Hapa Issues: Asian Americans of Mixed Racial Descent. Growing numbers of inter-racial marriages and the products of these marriages—children of mixed racial descent—have contributed to the increasing diversity of America in the 21st century. Reflecting this heterogeneity, the 2000 Census allowed people to claim more than one background for the first time. In this course, we will evaluate the experiences of hapas—Asians of mixed racial descent—through a historical and comparative framework. This class will explore inter-racial and inter-ethnic marriage trends in various Asian communities in the U.S. in order to highlight the complexity of the Asian American experience. Additionally, we will compare the experiences of hapas representing a range of backgrounds, including those of Asian/White ancestry as well as Asian/Black heritage. Some of the specific topics that will be covered in this course include the following: racial and ethnic community membership and belonging; the dynamics of inter-racial relationships; identity, authenticity, and choice; and the gender identities of mixed race individuals. This course highlights the simultaneous fluidity and social construction of race while marking its real impact on everyday and structural aspects of American life.

Omitted 2007-08.

30. Screening Asian Americans. Emphasizing contemporary issues, this course introduces students to various forms of visual media by and about Asian Americans. Using a chronological and thematic approach, various genres in advertising, television and film (including narrative dramas, documentaries, and experimental films) will be analyzed within the context of transnational Asian/American histories, cultures, and identities. Some of the issues we will address include: Orientalist stereotypes of Asians; the re/creation of history and memory; the intersections of race, class, and gender/sexuality; and interracial relations. Students will be expected to apply the critical languages of film and narrative theory to their analysis of visual texts—that is, to understand how form and content relate. Along with its broad survey of the panethnic category of "Asian Americans," the course will feature an in-depth case study of media representations of South Asian Americans (e.g., people from Bhutan, India, Pakistan). Among other assignments, students will independently review a text not covered by the syllabus and generate a final research paper.

Second semester. Five College Professor Cardozo.

68. Making Places: Research Methods in American Culture. (Also English 95-05) and History 83.) Who am I? How do I fit into this place? Taking as its starting point each student's own personal and family stories, this course will draw on a wide range of research methodologies and resources to help students place their own experiences in the larger context of American cultures. Students will be introduced to research tools that will allow them to investigate literary, visual, geographical, material, and historical artifacts and data. Structured by a series of units that develop and interrogate specific skills, the course will culminate in individual research papers, at least 20 pages in length, which explore some aspect of American life.

Those students who wish to take this class as English 95 need to develop an essentially literary final project.

Limited to 20 students. Open to juniors and seniors as a research seminar; underclassmen admitted in special circumstances. Second semester. Professors Sánchez-Eppler and Sandweiss.

77, 78. Senior Departmental Honors.

97, 98. Special Topics.

RELATED COURSES

American Art and Architecture, 1600 to Present. See Art and Art History 37.
Second semester. Professor Clark.

Museums and Society. See Art and Art History 80.
First semester. Professors Clark and Morse.

Critical Debates in Black Studies. See Black Studies 12.
First semester. Professor Ferguson.

Short Stories from the Black World. See Black Studies 23.
Omitted 2007-08. Professor Rushing.

Representations of Black Women in Black Literature. See Black Studies 24.
Omitted 2007-08. Professor Rushing.

African-American Autobiographies: A Survey. See Black Studies 26 (also English 70).
Omitted 2007-08. Professor Rushing.

Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies. See Black Studies 27.
Omitted 2007-08. Professor Rushing.

African American Oral Traditions. See Black Studies 36.
Omitted 2007-08. Professor Rushing.

Black Music and Black Poetry. See Black Studies 54 (also English 15).
First semester. Professor Rushing.

African-American History from the Slave Trade to Reconstruction. See Black Studies 57 (also History 41).
Omitted 2007-08. Professor Moss.

African-American History from Reconstruction to the Present. See Black Studies 58 (also History 42).
Omitted 2007-08. Professor Moss.

Exploring Ralph Ellison's *Invisible Man*. See Black Studies 62.
First semester. Professor Ferguson.

Post-Cold War American Diplomatic History. See Colloquium 18.
Second semester. Professors Levin and Machala.

American Diplomacy in the Middle East from the Second World War to the Iraq War. See Colloquium 19.
Omitted 2007-08. Professors Levin and Machala.

Industrial Organization. See Economics 24.
Second semester. Professor Ishii.

Economic History of the United States, 1600-1860. See Economics 28.
First semester. Professor Barbezat.

Economic History of the United States, 1865-1965. See Economics 29.
Second semester. Professor Barbezat.

Current Issues in the United States' Economy. See Economics 30.
Omitted 2007-08. Professor Barbezat.

American Renaissance. See English 01, section 01.
First semester. Professor Guttmann.

Reading Historically. See English 05.
Omitted 2007-08. Professor K. Sánchez-Eppler.

American Literature in the Making: Colonies, Empires, and a New Republic. See English 10, section 01.
Omitted 2007-08. Professor O'Connell.

American Literature in the Making: Nineteenth Century to the Civil War. See English 10, section 02.
Omitted 2007-08. Professor O'Connell.

American Literature in the Making: The Twentieth Century, 1900-1941. See English 10, section 03.
Omitted 2007-08. Professor O'Connell.

American Literature in the Making: The Twentieth Century, 1942-2000. See English 10, section 04.
Omitted 2007-08. Professor O'Connell.

Reading Popular Culture. See English 13 (also Women's and Gender Studies 28).
Omitted 2007-08. Professor Parham.

Modern British and American Poetry, 1900-1950. See English 45.
Omitted 2007-08. Professor Pritchard.

Four African American Poets Haunted by History. See English 56 (also Black Studies 60).
Omitted 2007-08. Professor Rushing.

Studies in American Literature. See English 61.
Omitted 2007-08.

Studies in Nineteenth-Century American Literature. See English 62.
Omitted 2007-08.

Realism and Modernism. See English 64.
Omitted 2007-08. Professor Townsend.

Studies in African American Literature. See English 66 (also Black Studies 39).
First semester. Professor Parham.

Democracy and Education. See English 68.
Omitted 2007-08. Professor O'Connell.

Racial Passing in Literature and Film. See English 69.
Omitted 2007-08. Professor Parham.

"This New Yet Unapproachable America": A Survey of Asian American Writing. See English 73.
Omitted 2007-08. Professor O'Connell.

Expatriate Poets. See English 94.
Omitted 2007-08. Writer-in-Residence Hall.

Faulkner and Morrison. See English 95, section 03.
First semester. Professor Parham.

Emily Dickinson. See English 95, section 04.
First semester. Professor K. Sánchez-Eppler.

Americans in Paris. See English 95, section 02.
Second semester. Professor Guttmann.

Memory, Haunting, and Migration in Contemporary American Novels by Women. See English 95, section 03.
Second semester. Professor Parham.

Colonial North America. See History 08.
Omitted 2007-08. Professor K. Sweeney.

Nineteenth-Century America. See History 09.
Omitted 2007-08. Professor Saxton.

Twentieth-Century America. See History 10.
First semester. Professor Couvares.

Material Culture of American Homes. See History 37.
Omitted 2007-08. Professor K. Sweeney.

The Era of the American Revolution. See History 38.
Omitted 2007-08. Professor K. Sweeney.

Native American Histories. See History 39.
Omitted 2007-08. Professor K. Sweeney.

The Old South, 1607-1876. See History 44.
Omitted 2007-08. Professor Saxton.

Women's History, America: 1607-1865. See History 45 (also Women's and Gender Studies 63).
Omitted 2007-08. Professor Saxton.

Women's History, America: 1865 to Present. See History 46 (Also Women's and Gender Studies 64).
Second semester. Professor Saxton.

Women and Politics in Twentieth-Century America. See History 47 (also Women's and Gender Studies 67).
Omitted 2007-08. Professor Saxton.

American Diplomacy I. See History 49 (also Political Science 36).
Omitted 2007-08. Professors Levin and Machala.

American Diplomacy II. See History 50 (also Political Science 38).
Omitted 2007-08. Professors Levin and Machala.

American Diplomacy III. See History 51 (also Political Science 47).
First semester. Professor Levin and Machala.

Science and Society in Modern America. See History 68.
Second semester. Professor Servos.

Public History in the United States. See History 69.
Second semester. Professor Sandweiss.

Topics in African-American History: Slavery and American Imagination. See History 82 (also Black Studies 67).
Omitted 2007-08. Professor Moss.

Topics in African-American History: Race and Educational Opportunity in America. See History 82 (also Black Studies 67).
Omitted 2007-08. Professor Moss.

Seminar in U.S. Cultural History. See History 84.
Omitted 2007-08. Professor Couvares.

Seminar in Western American History. See History 85.
Omitted 2007-08. Professor Sandweiss.

Visual Culture and American History. See History 86.
Omitted 2007-08. Professor Sandweiss.

Seminar on Race and Nation in the U.S.-Mexican Borderland. See History 87.
First semester. Professor López.

Seminar on the "Wonder Drugs" and Modern Medicine. See History 94.
Omitted 2007-08. Professor Servos.

The Social Organization of Law. See Law, Jurisprudence and Social Thought 01 (also Political Science 18).
First semester. Professor Sarat.

Legal Institutions and Democratic Practice. See Law, Jurisprudence and Social Thought 03.
Second semester. Professor Douglas.

Law and Political Emergency. See Law, Jurisprudence and Social Thought 04.
First semester. Professor Hussain.

Race, Place, and the Law. See Law, Jurisprudence and Social Thought 05 (also Black Studies 71).
First semester. Senior Lecturer Delaney.

The Trial. See Law, Jurisprudence and Social Thought 07.
Omitted 2007-08. Professor Umphrey.

The State and the Accused. See Law, Jurisprudence and Social Thought 21.
First semester. Professor Douglas.

Law, Speech, and the Politics of Freedom. See Law, Jurisprudence and Social Thought 30.
Second semester. Professor Umphrey.

Social Movements and Social Change. See Law, Jurisprudence and Social Thought 31.
Second semester. Senior Lecturer Delaney.

Law's History. See Law, Jurisprudence and Social Thought 43.
Omitted 2007-08. Professor Umphrey.

Twentieth-Century American Legal Theory. See Law, Jurisprudence and Social Thought 50.
Omitted 2007-08. Senior Lecturer Delaney.

Political Obligations. See Political Science 12.
Second semester. Professor Arkes.

American Politics/Foreign Policy. See Political Science 30.
Second semester. Professor Machala.

The American Founding. See Political Science 37.
Second semester. Professor Arkes.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy and "Equal Protection of the Laws." See Political Science 42.
Omitted 2007-08. Professor Arkes.

Norms, Rights, and Social Justice: Feminists, Disability Rights Activists and the Poor at the Boundaries of the Law. See Political Science 74 (also Law, Jurisprudence and Social Thought 74).
First semester. Professor Bumiller.

Religion in the United States. See Religion 19.
Omitted 2007-08. Professor Wills.

Sociology of Family. See Sociology 21.
Second semester. Visiting Lecturer Souza.

Conceptualizing White Identity in the United States. See Sociology 31.
Omitted 2007-08. Professor Basler.

Thinking Differently about Culture. See Sociology 32.
Second semester. Professor Lembo.

Social Class. See Sociology 34.
First semester. Professor Lembo.

Social Construction of Nature. See Sociology 40.
Omitted 2007-08. Professor Dizard.

The American Right. See Sociology 41.
First semester. Professor Himmelstein.

Sport and Society. See Sociology 44.
Second semester. Professor Guttmann.

Latino Identity in the United States: Continuity and Complexity. See Sociology 45.
Omitted 2007-08. Professor Basler.

The Sounds of Spanglish. See Spanish 82.
Omitted 2007-08. Professor Stavans.

Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop. See Theater and Dance 24.
Omitted 2007-08.

Contemporary American Drama. See Theater and Dance 28.
Omitted 2007-08. Professor Mukasa.

Gender Labor. See Women's and Gender Studies 24.
Second semester. Professors Olver and Ellis.

Representing Domestic Violence. See Women's and Gender Studies 53 (also Political Science 53).
Omitted 2007-08. Professors Bumiller and Sánchez-Eppler.

ANTHROPOLOGY AND SOCIOLOGY

Professors Babb, Dizard, Gewertz (Chair), Goheen, Himmelstein, and Lembo; Assistant Professors Basler* and C. Dole*; Visiting Lecturers Solomon Keifer, Raybeck, and Souza; Visiting Professor Battaglia.

*On leave 2007-08.

The Anthropology and Sociology program is committed to familiarizing students with the systematic analysis of culture and social life. While anthropology once tended to focus on pre-industrial peoples and sociology on peoples in industrial societies, both disciplines are now thoroughly involved in understanding the contemporary, globalizing world—albeit through the use of somewhat distinctive methodologies. Moreover, both disciplines share a common theoretical and epistemological history such that insights garnered from one are relevant to the other.

Major Program. Students will major in either Anthropology or Sociology (though a combined major is, under special circumstances, possible). Anthropology majors will normally take (though not necessarily in this order) Anthropology-Sociology 10, Anthropology 12, 23, and *either* 13 or 32. In addition, they will take four Anthropology electives. Sociology majors will normally take Anthropology-Sociology 10, Sociology 12, 15, and 16. In addition, they will take four Sociology electives. Candidates for degrees with Departmental Honors will include Anthropology or Sociology 77 and 78 in addition to the other major requirements.

Majors fulfill the department's comprehensive examination by getting a grade of B or better in the relevant theory course (Anthropology 23 or Sociology 15). Those who fail to do so will write a paper on a topic in theory set by the Department.

Anthropology

10. Exploring Human Diversity: An Introduction to Anthropology and Sociology. (Also Sociology 10.) The aim of this course is to provide an introduction to the central concepts and themes in the disciplines of anthropology and sociology. Anthropology and sociology emerged as distinct modes of inquiry in 19th-century Europe in response to several centuries of disorienting change. Monarchies were collapsing, economies were industrializing, modern science was emerging, and democratic aspirations were rising. Alongside this flux, Europe's imperial reach had revealed a mind-boggling variety of cultures, each ordered and disordered in dramatically different ways. In this context, it is not surprising that two questions became urgent: Why do some societies change while others appear to be unchanging? When a society undergoes change, how does social order get re-established? These classic questions have long since been reframed to confront a fundamental challenge that we live with today: Why do people do what they do, and why do different people do things differently? This course is intended to introduce students to the ways anthropologists and sociologists continue to grapple with these critical questions. While the course will touch upon classic works from the two disciplines, it will largely focus on the ways these questions have given rise to new and often surprising answers. In exploring the ways humans make sense of and produce unique social worlds, the course will highlight points of convergence and divergence in regard to theory, formulation of research problems, and methods within the two disciplines.

Not open to students who have taken Anthropology 11 or Sociology 11. First semester. Professors Dizard and Gewertz.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Babb.

13. Evolution and Culture. This course concentrates on the role of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. Drawing on the materials of primatology, paleontology, archaeology, the prehistoric record as well as cultural studies, the primary emphasis will be on the relations among biological, psychological, social, and cultural factors in human evolution and human life. The focus is primarily on the role of culture in human evolution, and aspects of culture that make humans unique.

Limited to 50 students. First semester. Professor Goheen.

21. Indian Civilization. (Also Asian 22.) A general introduction to Indian civilization. The course will survey South Asia's most important social, political, and religious traditions and institutions. It will emphasize the historical framework within which Indian civilization has developed its most characteristic cultural and social patterns. This course is designed for students who are new to South Asia, or for those who have some knowledge of South Asia but have not studied it at the college level.

First semester. Professor Babb.

22. Anthropology of Religion. A survey of anthropological and sociological theories pertaining to religion's role in human life. The course will examine a range of questions social scientists have asked about religion. What is religion from an anthropological or sociological point of view? Does it have social or cultural functions that account for its near ubiquity? To what extent is the concept of rationality useful or a hindrance in understanding religion? Is rationality itself culturally relative? The course will consider classical approaches to questions such as these, but will also give ample attention to contemporary scholarship.

Limited to 36 students. First semester. Professor Babb.

23. History of Anthropological Theory. A general survey of writings that have played a leading role in shaping the modern fields of cultural and social anthropology. Beginning with a discussion of the impact of Darwin and the discoveries at Brixham Cave on mid-nineteenth century anthropology, the course surveys the theories of the late-nineteenth-century cultural evolutionists. It then turns to the role played by Franz Boas and his students and others in the advent and later development of cultural anthropology in the U.S. Readings of Durkheim and Mauss will provide the foundation for a discussion of the development of British social anthropology, French structuralism, and Bourdieu's theory of social practice. The course will conclude with a discussion of recent controversies concerning the work of a key theorist in the anthropological tradition.

Second semester. Professor Gewertz.

26. African Cultures and Societies. (Also Black Studies 20.) This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Limited to 50 students. Second semester. Professor Goheen.

31. Anthropology of the Middle East. This course will use anthropological readings, films, and novels to study the contemporary Middle East. Beginning with an historical eye towards the ways in which the West has discovered, translated and written about the Orient, we will survey a broad range of topics that offer a unique perspective on the people, languages, and cultures of the region. General themes to be explored are the Middle East as a region; the history of its analysis; colonialism, nationalism, and state formation; Islam and modernity; religious sensibilities and Islamist politics; gender and sexuality; transforming social structures; cultural politics and the politics of culture; colonialism; and science, technology, and politics. We will take up these themes through richly contextualized accounts of life within the region. While it is recognized that the Middle East is heterogeneous, particular attention will be given to the influence and role of Islam in the region. By the end of the course, students will have gained a broad understanding of the Middle East and some of the pressing issues faced by people of the region, while at the same time grappling with advanced theoretical readings. No previous knowledge of the Middle East is assumed.

Omitted 2007-08. Professor Dole.

32. Topics in Contemporary Anthropology. This seminar will examine contemporary issues in anthropology. Topics will vary from year to year but might, for instance, include the challenge to anthropology of the post-colonial encounter; the representation of the "other" in museums and magazines; the relationship between culture and practical reason. The universalizing of commodity lust; the linkage of sex, power and disease; the encompassment of the world by capitalism; the writing of money in grants as the prerequisite to the writing of culture in ethnographies.

Limited to 20 students. Second semester. Professor Gewertz.

34. Religion and Society in the South Asian World. (Also Asian 60.) Observers have long marveled at the sheer number of separate religious traditions that flourish and interact with each other in South Asia. In this single ethnographic region, the Indian subcontinent, we find Hindus, Muslims, Sikhs, Buddhists, Jains, Christians, Jews, and others as well. Given this extraordinary diversity, South Asia provides an unparalleled opportunity to study interactions between religious systems in a broad range of social and political contexts. This course takes advantage of this circumstance by exploring, in South Asian settings, a variety of theoretical approaches to the study of religion. Among the subjects to be considered are religion and social hierarchy, religion and gender, religious responses to rapid social change, modern religious movements, religion and modern media, religious nationalism, and South Asian religions in diaspora. Although the course focuses on the South Asian region, it is designed to emphasize theoretical issues of current interest to anthropologists and others who study religion from the perspective of social science. While some background in South Asian studies would be helpful, it is not a prerequisite for this course.

Second semester. Professor Babb.

35. Gender: An Anthropological Perspective. This seminar provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given to the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Limited to 20 students. First semester. Visiting Lecturer Raybeck.

36. Psychological Anthropology. This course reviews some of the more notable debates in the field of psychological anthropology. To do so, it utilizes a multidisciplinary perspective that draws from biology, psychology, and anthropology.

The search is for complementarities among these disciplines rather than conflicts between them, and the task requires a good deal of thinking "outside the box." In addition, the task demands the development of conceptual skills necessary to move between analytic levels (from, for example, the organism to the thinking person to the social body—and back again) without either reducing or reifying. Students will be asked to read primary materials, both classic and current, about, among other controversial topics: the relationships between sex and gender; among language, perception, and motivation; and between (as argued by some) race and intelligence.

Not open to first-year students. Limited to 20 students. Second semester. Visiting Lecturer Raybeck.

37. Art and Cultural Identity. This interdisciplinary course examines issues of art and cultural identity. We will consider strategies employed by artists from the nineteenth century to the present who negotiate the terrain of cultural identity in their work. Key theoretical texts by Frantz Fanon, Edward Said, Homi Bhabha, and others will inform discussions on the definition of cultural identity, competing claims of place and time, national, regional, religious, geographic, and ethnic identity. We will consider the experience of exile, displacement, diaspora, alienation, hybridity, and in-betweeness. Other topics include cultural imperialism and cultural property. Student papers will focus on the works of contemporary artists represented in the spring 2008 exhibition at the Mead Art Museum entitled *The Third Space: Cultural Identity Today*. Included in the exhibition will be artists in residence at Amherst College (Copeland Fellows) during the term of the course.

Limited to 15 students. First semester. Visiting Lecturer Solomon Kiefer.

38. Healing: Meaning, Performance, and Power. Moving through a variety of therapeutic settings and interventions (from the doctor's office, to the laying on of hands, to national rituals of collective mourning), this seminar will consider what it means to heal and be healed. Building upon anthropological theories of healing and ritual, the course will explore a range of approaches to conceptualizing therapeutic efficacy—the persistent question of how and why different forms of healing work. These approaches emphasize symbol, performance, rhetoric, persuasion, embodiment, fantasy, imagination and authority as the sources of therapeutic power. The course will also take up idioms of healing as they are employed politically—taking healing both as a politicized process of personal persuasion and a collective process aimed at the level of the body politic.

Limited to 20 students. Omitted 2007-08.

39. The Anthropology of Food. Because food is necessary to sustain biological life, its production and provision occupy humans everywhere. Due to this essential importance, food also operates to create and symbolize collective life. This seminar will examine the social and cultural significance of food. Topics to be discussed include: the evolution of human food systems, the social and cultural relationships between food production and human reproduction, the development of women's association with the domestic sphere, the meaning and experience of eating disorders, and the connection between ethnic cuisines, nationalist movements and social classes.

Limited to 25 students. First semester. Professor Gewertz.

41. Visual Anthropology. This course will explore and evaluate various visual genres, including photography, ethnographic film and museum presentation as modes of anthropological analysis—as media of communication facilitating cross-cultural understanding. Among the topics to be examined are the ethics of observation, the politics of artifact collection and display, the dilemma of representing non-Western "others" through Western media, and the challenge of interpreting indigenously produced visual depictions of "self" and "other."

Limited to 20 students. First semester. Visiting Professor Battaglia.

42. Madness and Politics. Using a combination of ethnographic and theoretical texts, this seminar will consider the anthropological, psychological, and political significance of "extreme" or "limit" experience(s)—e.g., psychosis, trauma, ecstasy, possession. The underlying question guiding this seminar is: What can such phenomena tell us about human experience, other than as a radical exception? The course will examine representations of madness, insanity, and trauma, especially as they are used in constituting social orders and disorders. In addition, it will explore the relationship between social-political contexts and mental illness, the significance of "extreme" experience for understanding what it means to be a subject, and anthropological approaches to the state of power in psychological and social terms.

Limited to 20 students. Omitted 2007-08. Professor Dole.

43. Economic Anthropology and Social Theory. This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such "economic facts" as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

Limited to 25 students. First- and second-year students must have consent of the instructor. Second semester. Professor Goheen.

44. Global Health. This seminar will explore how anthropologists have attempted to make sense of the global patterning of health and illness. Beyond introducing basic concepts and methodologies for defining, measuring, and expanding global health and global disparities in health status, the course is divided into four thematic areas: (1) poverty and inequality in relation to health status; (2) pharmaceuticals and access to care; (3) responses to "natural" and human-made disasters; (4) collective violence and the politics and ethics of humanitarian intervention. Each theme will be developed through a focused exploration of particular cases, regions, or problems. The conversations to be engaged in this course include, but are not limited to: AIDS and anti-retrovirals in Africa, industrial disaster in India, the medical intersection of military and humanitarian intervention, providing and receiving medical care amidst "failing" states and institutions, and the link between global economic policy and local health status.

Limited to 20 students. Omitted 2007-08. Professor Dole.

45. Medical Anthropology. The aim of this course is to provide an understanding of the major theoretical orientations and themes animating contemporary medical anthropology. The general focus of the course will be on how one is to frame "illness," "health," "healing," and "medicine" as objects of cultural and critical analysis. In addition to addressing several distinct domains of inquiry—cultural constructions of illness, medicine as a cultural system, social suffering, technology, gender, development, the social origins of distress—the course is also organized around a series of debates that have been highly influential in the development of medical anthropology as a field of inquiry.

Omitted 2007-08. Professor Dole.

77, 78. Senior Departmental Honors.

First and second semesters.

97, 97H, 98, 98H. Special Topics. Independent Reading Courses. Full or half course.

First and second semesters. The Department.

RELATED COURSES

The Evolution of Human Nature. See Biology 14.

Second semester. Professor Zimmerman.

Myth, Ritual and Iconography. See Black Studies 42.

Second semester. Professor Abiodun.

Sacred Sound. See Music 3.

First semester. Professor Engelhardt.

Music, Human Rights, and Cultural Rights. See Music 7.

Second semester. Professor Engelhardt.

Sociology

10. Exploring Human Diversity: An Introduction to Anthropology and Sociology. (Also Anthropology 10.) See Anthropology 10.

Not open to students who have taken Anthropology 11 or Sociology 11. First semester. Professors Dizard and Gewertz.

12. Self and Society: An Introduction to Sociology. Sociology is built on the premise that human beings are crucially shaped by the associations each person has with others. These associations range from small, intimate groups like the family to vast, impersonal groupings like a metropolis. In this course we will follow the major implications of this way of understanding humans and their behavior. The topics we will explore include: how group expectations shape individual behavior; how variations in the size, structure, and cohesion of groups help account for differences in individual behavior as well as differences in the patterns of interaction between groups; how groups, including societies as a whole, reproduce themselves; and why societies change. As a supplement to readings and lectures, students will be able to use original social survey data to explore first-hand some of the research techniques sociologists commonly use to explore the dynamics of social life.

Limited to 35 students. Second semester. Professor Lembo.

15. Foundations of Sociological Theory. Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."

First semester. Professor Himmelstein.

16. Social Research. This course introduces students to the range of methods with which sociologists and anthropologists work as they endeavor to create systematic understandings of social action. The strengths and weaknesses of these methods will be explored. Students will be expected to carry out a small scale research project or work with data already available from survey and census materials. Emphasis will be more on general procedures and epistemological issues than on narrowly defined techniques and statistical proofs.

Requisite: Anthropology/Sociology 10. Second semester. Professor Himmelstein.

21. Sociology of Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward family as well as the ways family broadly shapes character and becomes an important aspect of social dynamics.

Limited to 20 students. Second semester. Visiting Lecturer Souza.

22. Sociology of the Life Course. "Man, woman, birth, death, infinity…" This course examines the spectrum of the human life course—infancy, childhood, adolescence, middle age, old age—through the prism of sociology. It asks how we have come to subdivide the life course into these stages and addresses the role of social context in their development. Finally, it discusses public policy implications of this categorization.

Limited to 20 students. First semester. Visiting Lecturer Souza.

31. Conceptualizing White Identity in the United States. (Also Black Studies 10.) The debate over the virtues of multiculturalism and the promotion of diversity have, ironically, led an increasing number of scholars to question the meaning of "whiteness." What does it mean to be "white"? Who gets to decide who is and who isn't "white"? Clearly, "white" means more than is captured by complexion alone, but what is there besides complexion? Given the undeniable fact that cultural variations among those regarded as white are as large as the variations between whites and non-whites, it is not clear what exactly constitutes whiteness. To study whiteness is to analyze the collective memory and practices of "white people" and to scrutinize carefully those moments when white identity is used to mobilize passions. This course will attempt to unpack the myths and realities that have created and maintained "white identity."

Limited to 25 students. Omitted 2007-08. Professor Basler.

32. Thinking Differently about Culture. In this course we will examine the role *difference* has played in the culture of the United States at three key periods: the early 20th century, when culture competed with biology in the (eventual) formation of pluralist notions of democratic culture; the post-World War II era of civil rights, when the legislation of equality competed with segregationist and discriminatory ideas and practices in an economy of unprecedented growth in middle class consumerism; and the post-civil rights era, when globalization, changes in immigration policy, and economic polarization, among other things, contribute to distinctive transformations in the cultural make-up of American society. A variety of texts—fictional, historical, artistic, theoretical, and empirical—will be used in our investigation. Across these periods some of the important questions we will ask are: How adequate are conventional sociological ideas of culture—ideas that presume "cohesion" and "commonality," among other things—when it comes to conceptualizing, documenting, and theorizing cultural difference? What are the consequences of accounting for cultural difference as something to be incorporated into what is, or could be, held in common by people? How does it matter when aspects of cultural difference—previously ignored or marginalized in hegemonic accounts—become the focal point of inquiry? How do we distinguish among discourses of cultural differences? Do they circulate in the social mainstream or remain marginal? How are they subject to cooptation, assimilation, or exploitation?

Limited to 20 students. Second semester. Professor Lembo.

34. Social Class. This course will consider various ways that class matters in the United States. Historical accounts will be used in conjunction with sociological theories to discuss the formation of classes, including the formation of discourses and myths of class, in American society. Class will then serve as a lens to examine the origins and characteristics of social stratification and inequality in the U.S. The bulk of the course will focus on more contemporary issues of class formation, class structure, class relations, and class culture, paying particular attention to how social class is actually lived out in American culture. Emphasis will be placed on the role class plays in the formation of identity and the ways class cultures give coherence to daily life. In this regard, the following will figure importantly in the course: the formation of upper class culture and the role it plays in the reproduction of power and privilege; the formation of working class culture and the role it plays in leading people to both accept and challenge class power and privilege; the formation of the professional middle class and the importance that status anxiety carries for those who compose it. Wherever possible, attention will be paid to the intersection of class relations and practices with those of other social characteristics, such as race, gender and ethnicity. The course will use sociological and anthropological studies, literature, autobiographies, and films, among other kinds of accounts, to discuss these issues.

Limited to 30 students. First semester. Professor Lembo.

35. Borderlands and Barrios: Latino/a Representation in Film and Television. This course uses a two-pronged sociological approach to examine Latino/a culture in the United States through the mediums of film and television. We begin with discussion of how to critically analyze films and television relative to race and ethnicity, and a review of the history of representation of Latinos/as in media. We then examine the content of the Latino/a experience as depicted in film and television and the accuracy of that content in describing the diversity and truth of the Latino/a experience in the United States, particularly in regard to race, class, and gender.

Limited to 15 students. Omitted 2007-08. Professor Basler.

39. Sociology of Conflict and Conflict Resolution. In this course we will explore the structural and social psychological origins of conflict, attentive especially to discovering those factors that seem to propel conflict toward violent confrontations. By examining a wide range of conflicts, from interpersonal discord to racial antagonisms and class conflicts to conflicts between nation-states, we will review a variety of theoretical approaches and perspectives. In addition to analyses of conflict, we shall also examine the growing literature on conflict resolution in an attempt to understand the mechanisms that might be useful for averting conflict and reducing tensions between hostile parties.

Requisite: Anthropology/Sociology 10, or consent of the instructor. Some familiarity with basic concepts and scholarly traditions will enable students to apply sociological concepts to the literature of psychologists, lawyers, and industrial relations experts. Omitted 2007-08. Professor Dizard.

40. Social Construction of Nature. This course rests on two premises. The first is that the non-human world—"nature"—exerts a profound influence on social relations. The second is that humans not only modify nature to suit their needs better, they also construct nature ideologically. We will explore the ways in which nature has been manipulated, both physically and symbolically, and the consequences these manipulations have had, both for nature and humans. We will pay particular attention to the shifts over the past century and a half in the ways Americans have regarded the natural world, tracing the emergence of the conservation movement and how it slowly got transformed into the contemporary environmental movement.

Requisite: Anthropology/Sociology 10, or consent of the instructor. Omitted 2007-08. Professor Dizard.

41. The American Right. Since the 1980s, the Right has been the dominant force in American politics. In fall 2007 this course will examine the Christian Right within a framework of sociological ideas about the social bases of political conflict. We will look at the movement's history, ideology, organizations, and leaders. We shall then examine the changing significance of religion and religiosity in American politics, with a focus on the idea of "culture wars." This will require us to look closely at the differences between how political elites of all ideological persuasions address morally charged issues and how both conservative Christians and other Americans think about these issues. Finally, we shall examine the ways Americans have come in conflict with each other over abortion, gay rights, sex education, and similar issues.

First semester. Professor Himmelstein.

43. Drugs and Society. This course presents a sociological framework for studying the ways in which societies both encourage and restrict the use of psychoactive drugs.

Second semester. Professor Himmelstein.

44. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contest, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings per week.

Second semester. Professor Guttmann.

45. Latino Identity in the United States: Continuity and Complexity. The Latino population currently consists of approximately 24,000,000 people in the United States; by the year 2050 the Census Bureau estimates that the Latino population will make up 22 percent of the total population. This diverse group traces its origin to a variety of countries and its experiences in the United States are quite varied. In this course we will examine the experiences of the various Latino communities in the United States. It will examine the socioeconomic experiences of the various Latino groups (Mexicans, Puerto Ricans, Dominicans, among others). This examination will require that we pay attention to issues of race, class, and gender, as well as the complexities of pan-ethnic identity, group politics, and immigration.

Limited to 25 students. Omitted 2007-08. Professor Basler.

47. Sociology from the Margins. In this course we will examine texts that are marginal to both the discipline of sociology (past and present) and the social mainstream and which, despite or perhaps because of their marginality, provide fresh insight regarding sociological issues and concerns. These texts—some by sociologists, some not—will be used to explore such things as changing modes of technological power, commodity culture, virtuality and its relation to "the real," techniques for normalizing and regulating the self, the formation of the unconscious and its relation to a directive self, varieties of human and non-human agency, especially the "transgressive" sort, globalization and its effects on cultural life, and so on. The transition from Fordism to flexible accumulation, from modern to postmodern conditions, from colonial to postcolonial worlds, will figure importantly in course discussion. Emphasis will be placed throughout the course on identifying concepts and perspectives enabling us to see "the social" in ways unanticipated by conventional sociological thinking.

Limited to 20 students. First semester. Professor Lembo.

77, 78. Senior Departmental Honors.

First and second semesters.

97, 97H, 98, 98H. Special Topics. Independent Reading Courses. Full or half course.

First and second semesters. The Department.

RELATED COURSE

The Resilient (?) Earth: An Interdisciplinary Reflection on Contemporary Environmental Issues. See Pick Colloquium 22.

Second semester. Professors Dizard and Clotfelter.

ART AND ART HISTORY

Professors Abiodun, Clark, Courtright, Keller†, Morse, Staller, R. Sweeney (Chair), and Upton†; Visiting Artist-in-Residence Ewald; Visiting Assistant Professors Garand and Kimball; Visiting Lecturers Culhane and Gloman.

Introduction to the Department. The Department of Art and Art History offers a singular means within the College for developing artistic awareness, historical understanding, critical faculties and practice with regard to the visual arts and their values in society. This objective may be accomplished with emphasis upon work in art history, the practice of art or the integration of the two disciplines. In order to identify and serve each student's personal interests and goals, the department is organized into two distinct programs, The Practice of Art which offers one concentration and Art History which offers two concentrations. We encourage students to study with all members of the department. Students may switch from one concentration to the other within the department, as long as they have fulfilled the requirements of that concentration by graduation.

---

†On leave first semester 2007-08.

The Practice of Art: Studio Concentration: Professors Keller, R. Sweeney; Visiting Assistant Professors Garand and Kimball; Visiting Lecturer Gloman; Artists-in-Residence Ewald and TBA.

The concentration in the Practice of Art enables students to become fluent in the discipline of the practice of visual arts. Students will be taught to develop critical and analytical thinking as well as the discipline's techniques and methods as a means to explore artistic, intellectual and human experience. Students will build towards creating a personal vision beginning with primary studies in drawing and introductory art history, proceeding to courses using a broad range of media, and culminating in advanced studio studies of a more self-directed nature. Working with their advisor, students will be encouraged to nurture the strong interdisciplinary opportunities found both at Amherst and the other institutions in the valley.

Course Requirements: The Practice of Art concentration consists of a minimum of 10 courses (12 with honors project):

> These courses are: Drawing I (Art and Art History 02 may be considered as an alternative in special cases.), Painting I, Sculpture I, Printmaking I, Photography I, Third-year Seminar, Two studio electives, Art History elective, Contemporary Art History or related elective.

In consultation with their advisors, students in this concentration will be encouraged to take additional courses both in art history and other disciplines which are broadly related to their artistic interests outside of the studio concentration to enrich their interdisciplinary understanding and engagement within a liberal arts curriculum. This expectation will be especially high for honors thesis candidates.

Honors: Candidates for honors will, with departmental permission, take Art and Art History 77-78 during their senior year. Students must apply and be accepted at the end of their third year. In designing their year-long projects, students will be encouraged to explore the interdisciplinary implications and opportunities inherent in their artistic directions. Thesis students will be required to develop a statement which ultimately places their body of work within a historical and cultural artistic discourse. There will be an exhibition of the bodies of work representing the honors theses in the Eli Marsh Gallery, Fayerweather Hall, in May.

Comprehensive Examination: A two-part comprehensive exam is required of all studio concentration majors:

1. Formal and contextual analysis and discussion of a series of works of art.
2. Creation of an independent work of art: (Waived for studio thesis students.) This work of art, designed and created independently by the student, can be in any medium or combination of mediums, and may also be interdisciplinary in nature. Students will be required to develop a statement which ultimately places their work of art within a historical and artistic context. There will be an exhibition of these works of art in the Eli Marsh Gallery in April.

Art History: The "Art" of the History of Art Concentration: Professors Abiodun, Staller, and Upton.

In a culture that often sets the "art" of the History of Art aside in favor of documentary and analytical objectivity concerning works of art, the primary goal of this open concentration is to rediscover "art" in ourselves and the world. This intensive concentration centers its instruction explicitly on the artistic attainment and metaphorical potential of works of art. By studying a range of cultures and historical moments, with primary texts and original objects whenever possible, students learn how works of art embody ideas and values, even as they recognize that the "art" we seek resides in the very shaping of human experience in physical form. This form is distinguishable precisely because it exceeds the finite temporal, spatial and material foundations of its creation. In defining "art" as both an act and an object, this concentration combines sustained engagement with the language of form, color and space acquired in courses in the practice of art with a broad and detailed knowledge of the history of art acquired through courses in the discipline of art history. This approach offers intersecting opportunities for developing each student's fullest artistic understanding and accomplishment for themselves individually and as a vital part of society, culture and history at large. This concentration is designed to identify and serve each student's particular interests and capacities with the shared goal of artistic awareness as the common threshold in which word and form might give way to "art."

Course Requirements: The "Art" of the History of Art is a goal-oriented concentration with an open curriculum comprising ten courses (12 with honors project) selected in consultation with the advisors for this concentration.

Honors: Candidates for honors will, with departmental permission, take Art and Art History 77-78 during their senior year. Honors work in this concentration provides an opportunity for independent historical research and writing, resulting in a thesis project in art history or some combination of art history, the practice of art and/or related areas of study in which "art" in some form becomes manifest, including the very writing of an art historical essay.

Comprehensive Examination: In spring of the senior year, students in this concentration will complete a comprehensive examination in consultation with their advisor. In this self-directed examination which may include any relevant material, each student will demonstrate an individually evolved sophistication in their understanding of "art" within the history of art.

Advising: To allow for maximum individual flexibility and the purposeful integration of the disciplines of the practice of art and art history, each student in this concentration will select all of their concentration courses freely, but with the advice and guidance of their assigned advisor(s). We encourage student-centered initiatives (independent of honors work) including, courses in the Department of Art and Art History or related fields, lectures, site visits, language study, self directed essays or works of art that broaden the student's particular major concentration while deepening and extending forward the pursuit of artistic awareness.

Art History: Historical and Cultural Studies Concentration: Professors Clark, Courtright and Morse.

For students who want an intensive and structured engagement with the visual heritage of many cultures throughout the centuries, this concentration requires not only the study of art history as a way to acquire deep and broad visual understanding, but also a self-conscious focus on the contexts and meanings of art. By encountering the architecture, painting, sculpture, printmaking, photography, and material culture created within a variety of historical frameworks, students will deepen their understanding of political, religious, philosophical, aesthetic, and social currents that defined those times as well. As a consequence, students will face art and issues that challenge preconceptions of our own era.

Course Requirements: The concentration consists of a minimum of 10 courses (12 with honors project). With the help of a department advisor, each student will devise a program of study and a sequence of courses that must include:

One introductory course in the history of art,
One course in the arts of Asia or Africa,
One course in European art before 1800,
One course in European or American art after 1800,
Two upper-level courses or seminars, one of which may be a course outside the department with a focus on visual arts in the student's research paper,
One studio course (before Senior Year).

Honors: Candidates for honors in this concentration will, with departmental permission, take Art and Art History 77-78 during their senior year.

Comprehensive Examination: The comprehensive exam for this concentration will have written and oral components.

PRACTICE OF ART: INTRODUCTORY COURSES

02. Practice of Art. An introduction to two-dimensional and three-dimensional studio disciplines with related lectures and readings. Historical and contemporary references will be used throughout the course to enhance and increase the student's understanding of the visual vocabulary of art. How the comprehension of differing visual practices directly relates to personal investigations and interpretations within the covered disciplines of drawing, sculpture, painting, photography and printmaking. This includes applying elements of composition, weight, line, value, perspective, form, spatial concerns, color theory and graphics. Work will be developed from exercises based on direct observation and memory, realism and abstraction. Formal and conceptual concerns will be an integral aspect of the development of studio work. Class time will be a balance of lectures, demonstrations, exercises, discussions and critiques. Weekly homework assignments will consist of studio work and reading assignments. Two two-hour class sessions per week.

No prior studio experience is required. Not open to students who have taken Art and Art History 04 or 15. Limited to 35 students. Second semester. Visiting Professor Kimball and Visiting Lecturer Gloman.

04. Basic Drawing. An introductory course in the fundamentals of drawing. The class will be based in experience and observation, exploring various techniques and media in order to understand the basic formal vocabularies and conceptual issues in drawing; subject matter will include still life, landscape, interior, and figure. Weekly assignments, weekly critiques, final portfolio. Two three-hour sessions per week.

Each section limited to 20 students. Two sections will be taught first semester. Section 01: Visiting Professor Garand. Section 02: Visiting Lecturer Gloman. Second semester. Section 01: Visiting Lecturer Gloman.

PRACTICE OF ART: MIDDLE-LEVEL STUDIO COURSES

13. Printmaking I. An introduction to intaglio and relief processes including drypoint, engraving, etching, aquatint, monoprints, woodcut and linocut. The development of imagery incorporating conceptual concerns in conjunction with specific techniques will be a crucial element in the progression of prints. Historical and contemporary references will be discussed to further enhance understanding of various techniques. Critiques will be held regularly with each assignment; critical analysis of prints utilizing correct printmaking terminology is expected. A final project of portfolio making and a portfolio exchange of an editioned print are required.

Requisite: Art and Art History 02 or 04, or consent of the instructor. Limited to 12 students. First and second semesters. Professor Garand.

14. Sculpture I. An introduction to the practice of sculpture in a contemporary and historical context. A series of directed projects will address various material and technical processes such as construction, modeling, casting and carving. Other projects will focus primarily on conceptual and critical strategies over material concerns. By the end of the course, students will have developed a strong understanding of basic principles of contemporary sculpture and have acquired basic skills and knowledge of materials and techniques. Further, students will be expected to have formed an awareness of conceptual and critical issues in current sculptural practice, establishing a foundation for continued training and self-directed work in sculpture and other artistic disciplines. Two three-hour class meetings per week.

Requisite: Art and Art History 02 or 04 or consent of the instructor. Limited to 14 students. First semester: Visiting Lecturer Culhane. Second semester: Professor Keller.

15. Painting I. An introduction to the fundamentals of the pictorial organization of painting. Form, space, color and pattern, abstracted from nature, are explored through the discipline of drawing by means of paint manipulation. Slide lectures, demonstrations, individual and group critiques are regular components of the studio sessions. Two three-hour meetings per week.

Requisite: Art and Art History 02 or 04, or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

18. Photography I. An introduction to black-and-white still photography. The basic elements of photographic technique will be taught as a means to explore both general pictorial structure and photography's own unique visual language. Emphasis will be centered less on technical concerns and more on investigating how images can become vessels for both ideas and deeply human emotions. Weekly assignments, weekly critiques, readings, and slide lectures about the work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice. Two three-hour meetings per week.

Requisite: Art and Art History 02 or 04, or consent of the instructor. Limited to 12 students. First semester. Visiting Professor Kimball.

PRACTICE OF ART: UPPER-LEVEL STUDIO COURSES

22. Drawing II. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two two-hour meetings per week.

Requisite: Art and Art History 02 or 04, or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

23. Advanced Studio Seminar. A studio course that will emphasize compositional development by working from memory, imagination, other works of art and life. The use of a wide variety of media will be encouraged including, but not limited to, drawing, painting, printmaking and collage. Students will be required to create an independent body of work that explores an individual direction in pictorial construction. In addition to this independent project, course work will consist of slide lectures, individual and group critiques, in-class studio experiments and field trips.

Requisite: Drawing II, Painting II or Printmaking II. Limited to 8 students. Second semester. Professor Sweeney.

24. Sculpture II. A studio course that investigates more advanced techniques and concepts in sculpture leading to individual exploration and development. Projects cover figurative and abstract problems based on both traditional themes and contemporary developments in sculpture, including: clay modeling, carving, wood and steel fabrication, casting, and mixed-media construction. Weekly in-class discussion and critiques will be held. Two two-hour class meetings per week.

Requisite: Art and Art History 14 or consent of the instructor. Limited to 12 students. Second semester. Professor Keller.

25. Color Photography. This course is an exploration of the materials, processes, techniques, and aesthetics of color photography. It is designed for those who already possess a strong conceptual and technical foundation in black-and-white photography. An emphasis is placed on students' ability to express themselves clearly with the medium. Concepts and theories are read, discussed, demonstrated and applied through a series of visual problems. This course offers the opportunity for each student to design and work on an individual project for an extended period of time. This project will result in a final portfolio that reflects the possibilities of visual language as it relates to each student's ideas, influences and personal vision. Students may work with 35mm, medium format, or U5 cameras. Student work will be discussed and evaluated in both group and individual critiques, complemented by slide presentations and topical readings of contemporary and historical photography. Two two-hour class meetings per week.

Requisite: Art and Art History 02 or 04, and Art and Art History 28 or consent of the instructor. Limited to 8 students. First semester. Visiting Professor Kimball.

26. Painting II. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Two three-hour class meetings per week.

Requisite: Art and Art History 15 or consent of the instructor. Limited to 18 students. Second semester. Professor Sweeney.

27. Printmaking II. This course is an extension of intaglio and relief processes introduced in Art and Art History 13 with an introduction to lithography. Techniques involved will be drypoint, etching, engraving, aquatint, monoprints, monotypes, woodcut, linocut and stone lithography. Printmaking processes will include color printing, combining printmaking techniques and editioning. Combining concept with technique will be an integral element to the development of imagery. A final project of portfolio-making and a portfolio exchange of prints will be required. Individualized areas of investigation are encouraged and expected. In-class work will involve demonstration, discussion and critique.

Requisite: Art and Art History 13 or consent of the instructor. Limited to 12 students. Second semester. Visiting Professor Garand.

28. Photography II. A continuing investigation of the skills and questions introduced in Art and Art History 18. Advanced technical material will be introduced, but emphasis will be placed on locating and pursuing engaging directions for independent work. Weekly critiques, readings, and slide lectures about the work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice.

Requisite: Art and Art History 18 or consent of the instructor. Limited to 12 students. Second semester. Visiting Professor Kimball.

30. Constructed Drawing. An advanced studio seminar course focusing on the expanded realm of processes constituting drawing in the 21st century. Course work will consist of two bodies of production. Weekly in-class assignments will emphasize the construction of drawings with prescribed limited means. These assignments will broach a wide range of materials, building processes, and conceptual considerations. Parameters for the execution of these assignments will be set by the instructor; subject matter and imagery will be determined by the individual student. The second body of work will consist of an ongoing line of self-directed studio inquiry exploring contemporary issues in drawing. Students will be asked to present their independent projects for weekly class critiques and discussions. Relevant readings, museum trips, and contextual lectures will be regular features of the course. Two two-hour class meetings per week.

Requisite: Art and Art History 04 in conjunction with any one additional practice of art course, or consent of the instructor. Limited to 8 students. Omitted 2007-08. Professor Keller.

HISTORY OF ART: INTRODUCTORY COURSES

32. Art and Architecture of Europe from 300 to 1500 C.E. By learning how specifically to encounter the transcendent symbolism of the catacombs of Rome, the devotional intensity of monastic book illumination, the grandeur and vision of the first basilica of St. Peter, the Byzantine church of Hagia Sophia, and selected monasteries and cathedrals of France, we will trace the artistic realization of the spiritual idea of Jewish and Christian history from the transformation of the Roman Empire in the fourth century C.E. to the apocalyptic year of 1500 C.E. Several prophetic masterpieces by Albrecht Dürer, Leonardo da Vinci and Michelangelo Buonarroti completed on the very eve of the modern world will reveal a profound "forgotten awareness" crucial to our collective and private well-being but long obscured by the "renaissance" bias that called this period "medieval." Two class meetings per week.

Second semester. Professor Upton.

33. Material Culture of American Homes. (Also History 37.) See History 37.

Omitted 2007-08. Professor K. Sweeney.

34. From the Floating World to an Urban Vision: Japanese Prints and Photography. (Also Asian 18.) An intensive study of the ukiyo-e prints and paintings portraying the world of the bourgeoisie of the Edo period, this course will also investigate the graphic arts that document the transformation of Japan in the nineteenth century. It will conclude with an examination of photographs of the urban culture of Japan's post-war period. The class will make extensive use of the William Green Collection at the Mead Art Museum and will include frequent visits to museum collections and exhibitions.

Limited to 20 students. Omitted 2007-08. Professor Morse.

35. Art and Architecture of Europe from 1400 to 1800. (Also European Studies 38.) This course is an introduction to painting, sculpture, and architecture of the early modern period. The goal of the course is to identify artistic innovations that characterize European art from the Renaissance to the French Revolution, and to situate the works of art historically, by examining the intellectual, political, religious, and social currents that contributed to their creation. In addition to tracing stylistic change within the oeuvre of individual artists and understanding its meaning, we will investigate the varied character of art, its interpretation, and its context in different regions, including Italy, France, Spain, Germany and the Netherlands.

Limited to 40 students. First semester. Professor Courtright.

37. American Art and Architecture, 1600 to Present. Through the study of form, content, and context (and the relationship among these categories) of selected works of painting, architecture, and sculpture made in colonial America and the United States from the seventeenth to the twentieth century, this course will probe changing American social and cultural values embodied in art. We will study individual artists as well as thematic issues, with particular attention to the production and reception of art in a developing nation, the transformation of European architectural styles into a new environment, the construction of race in ante- and post-bellum America, and the identification of an abstract style of art with the political ascendance of the United States after World War II. Introductory level.

Limited to 35 students. Second semester. Professor Clark.

38. Visual Arts and Orature in Africa. (Also Black Studies 43.) See Black Studies 43.

First semester. Professor Abiodun.

45. The Modern World. This course will explore the self-conscious invention of modernism in painting, sculpture and architecture, from the visual clarion calls of the French Revolution to the performance art and earthworks of "art now." As we move from Goya, David, Monet and Picasso to Kahlo, Kiefer and beyond, we will be attentive to changing responses toward a historical past or societal present, the stance toward popular and alien cultures, the radical redefinition of all artistic media, changing representations of nature and gender, as well as the larger problem of mythologies and meaning in the modern period. Study of original objects and a range of primary texts (artists' letters, diaries, manifestos, contemporary criticism) will be enhanced with readings from recent historical and theoretical secondary sources. Two lectures per week.

Limited to 80 students. Second semester. Professor Staller.

47. Arts of China. (Also Asian 43.) An introduction to the history of Chinese art from its beginnings in neolithic times until the start of the eighteenth century. Topics will include the ritual bronze vessels of the Shang and Zhou dynasties, the Chinese transformation of the Buddha image, imperial patronage of painting during the Song dynasty and the development of the literati tradition of painting and calligraphy. Particular weight will be given to understanding the cultural context of Chinese art.

Omitted 2007-08. Professor Morse.

48. Arts of Japan. (Also Asian 23.) A survey of the history of Japanese art from neolithic times to the present. Topics will include Buddhist art and its ritual context, the aristocratic arts of the Heian court, monochromatic ink painting and the arts related to the Zen sect, the prints and paintings of the Floating World and contemporary artists and designers such as Ando Tadao and Miyake Issey. The class will focus on the ways Japan adopts and adapts foreign cultural traditions. There will be field trips to look at works in museums and private collections in the region.

Omitted 2007-08. Professor Morse.

49. Survey of African Art. (Also Black Studies 46.) An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological importance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa, which date from the second century B.C.E. to the sixteenth century C.E. The study will also pursue a general socio-cultural survey of traditional arts of the major ethnic groups of Africa.

Second semester. Professor Abiodun.

HISTORY OF ART: UPPER-LEVEL COURSES

50. The Monastic Challenge. A search for spiritual efficacy in the art and architecture of France during the twelfth and thirteenth centuries. First, by learning how to recognize, define and respond to the artistic values at work in a series of "romanesque" and "gothic" monuments including the Abbeys of Fontenay, Vézelay and Mt. St. Michel and the Cathedrals of Laon, Paris, Chartres, Amiens and Reims, we will try to engage directly (e.g., architecturally and spatially) the human aspiration these structures embody. Secondly, with the help of two literary masterpieces from the period, the *Song of Roland* and *Tristan and Isolde,* we will discover that the heart of the "monastic" challenge to our own era is not the traditional opposition of the medieval and modern worlds, but rather the recognition of the potential diminishment of art by an exclusively "scholastic" view of reality. The tragic affair of Eloise and Abélard will dramatize a central dilemma too easily forgotten that always (but especially in our own era) threatens art, love and spirituality. Two class meetings per week.

Requisite: One course in Art and Art History or consent of the instructor. Omitted 2007-08. Professor Upton.

51. Renaissance Art in Italy. (Also European Studies 44.) This course treats painting, sculpture, and architecture of the art historical periods known as the Early and High Renaissance, Mannerism, and the Counter Reformation. It will dwell upon works by artists such as Giotto, Donatello, Botticelli, Leonardo, Raphael, Bramante, Michelangelo, and Titian in the urban centers of Florence, Rome, and Venice, art produced for patrons ranging from Florentine merchants and monks to Roman princes and pontiffs. The art itself—portraits, tombs, altarpieces, cycles of imagined scenes from history, palaces, churches, civic monuments—ranges from gravely restrained and intentionally simple to monumental, fantastically complex or blindingly splendid, and the artists themselves range from skilled artisans to ever more sought-after geniuses. Emphasis will be upon the way the form and content of each type of art conveyed ideas concerning creativity, originality, and individuality, but also expressed ideals of devotion and civic virtue; how artists dealt with the revived legacy of antiquity to develop an original visual language; how art imparted the values of its patrons and society, but also sometimes conflicted with them; and how art and attitudes towards it changed over time. Rather than taking the form of a survey, this course, based on lectures but regularly incorporating discussion, will examine in depth selected works, and will analyze contemporary attitudes toward art of this period through study of the art and the primary sources concerning it. Upper level.

Requisite: One other art history course or consent of the instructor. Omitted 2007-08. Professor Courtright.

53. Dutch and Flemish Painting (The "Art" of "Beholding"). This course means to ask the question: What would it be like actually to respond to the paintings of Jan van Eyck, Roger van der Weyden, Hugo van der Goes, Hieronymous Bosch, Pieter Bruegel, Jan Vermeer and Rembrandt van Rijn and to reclaim in such a direct encounter the rejuvenating powers of insight and wisdom residing within the work of art itself. In addition to reaffirming the practice of pictorial contemplation for its own sake, "Dutch and Flemish Painting" will provide explicit instruction in the means and attitude of beholding complex works of art. Two class meetings per week.

Omitted 2007-08. Professor Upton.

56. Baroque Art in Italy, France, Spain, and the Spanish Netherlands. (Also European Studies 56.) After the canonization of the notion of artistic genius in the Italian Renaissance and the subsequent imaginative license of artists known as Mannerists, phenomena sponsored throughout Europe by the largesse of merchants, courtiers, aristocrats, princes, and Churchmen alike, a crisis occurred in European society—and art—in the second half of the sixteenth century. Overturned dogmas of faith, accompanied by scientific discoveries and brutal political changes, brought about the reconsideration of fundamental values that had undergirded many facets of life and society in Europe at the beginning of the seventeenth century, the starting point of this course. Unexpectedly, these upheavals led to a renewed proliferation of innovative art. In this century of remarkably varied artistic production, paradoxes abounded. Some artists sought the illusion of reality by imitating unimproved, even base nature through close observation of the human body, of landscape, and of ordinary, humble objects of daily use, as others continued to quest for perfection in a return to the lofty principles implicit in ancient artistic canons of ideality. More than ever before, artists explored the expression of passion through dramatic narratives and sharply revealing portraiture, but, famously, artists also imbued art meant to inspire religious devotion with unbounded eroticism or with the gory details of painful suffering and hideous death. They depicted dominating political leaders as flawed mortals—even satirized them through the new art of caricature—at the same time that they developed a potent and persuasive vocabulary for the expression of the rulers' absolutist political power. This class, based on lectures but regularly incorporating discussion, will examine in depth selected works of painting, sculpture, and architecture produced by artists in the countries which remained Catholic after the religious discords of this period—e.g., Caravaggio, Bernini, Poussin, Velázquez, and Rubens in Italy, France, Spain, and the Spanish Netherlands—as well as engaging the cultural, social, and intellectual framework for their accomplishments. Upper level.

Requisite: One other course in art history or consent of the instructor. Limited to 25 students. Second semester. Professor Courtright.

58. The Modern Icon. In 1834 the Inquisition finally ended in Spain; throughout the century, Spain and France witnessed anti-clerical demonstrations and legislation; Marx branded religion "the opiate of the masses." Nietzsche thundered "God is dead." As a cascade of scientific discoveries challenged belief, many avant-garde artists believed that the old symbols were exhausted, and that the old form of religious art (the Crucifixion and so on) was no longer viable. And yet, throughout the 19th, 20th and into the first glimmerings of the 21st century, artists have felt compelled to give form to spiritual ideas. Sometimes their ideas related to traditional faiths, often they were more idiosyncratic, more personal—inflected, say, by the cult of "art for art," or theosophy, or a revolutionary ideology searching for martyrs, or by a dream of abstraction that would purge every last taint of the phenomenal world. This course will explore such varied conceptions of spirituality, and the complex status of religions during a self-consciously modern age through the prism of works (pictorial and often verbal) by Goya, David, Friedrich, Van Gogh, Gauguin, Picasso, Matisse, Mondrian, Kandinsky, Malevich, Dalí, Kahlo, Àlvarez Bravo, Newman, Munoz, and Turrell.

Requisite: One course in modern art or consent of the instructor. Limited to 12 students. Second semester. Professor Staller.

61. Approaches to Chinese Painting. (Also Asian 44.) A survey of the Chinese pictorial tradition from the Northern Song to the Qing dynasties, focusing in particular on the development of the landscape idiom but considering bird and flower painting and the narrative tradition as well. The course will explore the differences between Western methodological approaches to Chinese painting and the theories of painting developed by the Chinese themselves. There will be field trips to look at works in major museum collections in New England and New York.

Omitted 2007-08. Professor Morse.

62. From Edo to Tokyo: Japanese Art from 1600 to the Present. (Also Asian 38.) In 1590 the Tokugawa family founded its provincial headquarters in eastern Japan. By the eighteenth century, this castle town, named Edo (now known as Tokyo), had become the world's largest city. This class will focus on the appearance of artistic traditions in the new urban center and compare them with concurrent developments in the old capital of Kyoto. Topics of discussion will include the revival of classical imagery during the seventeenth century, the rise of an urban bourgeois culture during the eighteenth century, the conflicts brought on by the opening of Japan to the West in the nineteenth century, the reconstruction of Tokyo and its artistic practices after the Second World War, and impact of Japanese architecture, design and popular culture over the past twenty years.

First semester. Professor Morse.

66. Sacred Images and Sacred Space: The Visual Culture of Religion in Japan. (Also Asian 61.) An interdisciplinary study of the visual culture of the Buddhist and Shinto religious traditions in Japan. The class will examine in depth a number of Japan's most important sacred places, including Ise Shrine, Tÿdaiji, Daitokuji and Mount Fuji, and will also look at the way contemporary architects such as Andÿ Tadao and Takamatsu Shin have attempted to create new sacred places in Japan today. Particular emphasis will be placed on the ways by which the Japanese have given distinctive form to their religious beliefs through architecture, painting and sculpture, and the ways these objects have been used in religious ritual.

Second semester. Professor Morse.

70. African Art and the Diaspora. (Also Black Studies 45.) The course of study will examine those African cultures and their arts that have survived and shaped the aesthetic, philosophic and religious patterns of African descendants in Brazil, Cuba, Haiti and urban centers in North America. We shall explore the modes of transmission of African artistry to the West and examine the significance of the preservation and transformation of artistic forms from the period of slavery to our own day. Through the use of films, slides and objects, we shall explore the depth and diversity of this vital artistic heritage of Afro-Americans.

First semester. Professor Abiodun.

SPECIAL COURSES

80. Museums and Society. This course considers how art museums reveal the social and cultural ideologies of those who build, pay for, work in, and visit them. We will study the ways in which art history is (and has been) constructed by museum acquisitions, exhibitions, and installation and the ways in which museums are constructed by art history by looking at the world-wide boom in museum architecture, and by examining curatorial practice and exhibition strategies as they affect American and Asian art. We will analyze the relationship between the cultural contexts of viewer and object, the nature of the translation of languages or aesthetic discourse, and the diverse ways in which art is understood as the materialization of modes of experience and communication. The seminar will incorporate visits to art museums and opportunities for independent research. One meeting per week.

Limited to 25 students. First semester. Professors Clark and Morse.

83. The Tea Ceremony and Japanese Culture. (Also Asian 19.) An examination of the history of *chanoyu*, the tea ceremony, from its origins in the fifteenth century to the practice of tea today. The class will explore the various elements that comprise the tea environment—the garden setting, the architecture of the tea room, the forms of tea utensils, and the elements of the *kaiseki* meal. Through a study of the careers of influential tea masters and texts that examine the historical, religious, and cultural background to tea culture, the class will also trace how the tea ceremony has become a metaphor for Japanese culture and Japanese aesthetics both in Japan and in the West. There will be field trips to visit tea ware collections, potters and tea masters. One class meeting per week.

Limited to 20 students. Second semester. Professor Morse.

84. Women and Art in Early Modern Europe. (Also Women's and Gender Studies 06.) This course will examine the ways in which prevailing ideas about women and gender shaped visual imagery, and how these images influenced ideas concerning women from the Renaissance to the Enlightenment. It will adopt a comparative perspective, both by identifying regional differences among European nations and tracing changes over time. In addition to considering patronage of art by women and works by women artists, we will look at the depiction of women heroes such as Judith; the portrayal of women rulers, including Elizabeth I and Marie de' Medici; and the imagery of rape. Topics emerging from these categories of art include biological theories about women; humanist defenses of women; the relationship between the exercise of political power and sexuality; differing attitudes toward women in Catholic and Protestant art; and feminine ideals of beauty.

Limited to 15 students. Second semester. Professor Courtright.

85. Witches, Vampires and Other Monsters. (Also Women's and Gender Studies 10.) This course will explore the construction of the monstrous, over cultures, centuries and disciplines. With the greatest possible historical and cultural specificity, we will investigate the varied forms of monstrous creatures, their putative powers, and the explanations given for their existence—as we attempt to articulate the kindred qualities they share. Among the artists to be considered are Bosch, Valdés Leal, Velázquez, Goya, Munch, Ensor, Redon, Nolde, Picasso, Dalí, Kiki Smith, and Cindy Sherman. Two class meetings per week.

Limited to 25 students. First semester. Professor Staller.

SEMINARS

91. Topics in Art and Art History. Two topics will be offered in the first semester, 2007-08.

01. THE AXIS OF ART BETWEEN FRANCE AND ITALY IN THE RENAISSANCE AND BAROQUE. (Also European Studies 46.) From the time of Francis I, French kings admired and envied the surfeit of antiquities that came to be preserved in Medici bulwarks in Florence and the papal palace in the Vatican, as well as the splendid art created by Leonardo, Michelangelo, and Bernini, among others. In Florence and Rome, artists had long collaborated with rulers both secular and sacred to create an ideal of rulership that would aid their political aims, and French rulers followed suit with ever-increasing success in fashioning an ideology of rule of their own that incorporated powerful Italian artistic models. We will examine this exchange of art and political ideology from the beginning of Francis I's reign, through the regencies of the Medici queens Catherine and Marie, and culminating in the kingship of Louis XIV as seen in the royal residences of Fontainebleau, the Louvre and Versailles as well as in the royal collections. To understand the character of the exchange, the class will also dwell on important projects in Renaissance and Baroque Florence and Rome, as well as the way political and artistic theories worked to inform the art and architecture of rule.

Requisite: One art history course or consent of the instructor. Limited to 12 students. Professor Courtright.

02. COLLABORATIVE ART: PRACTICE AND THEORY OF WORKING WITH A COMMUNITY. This course will examine the approaches of various contemporary artists to creating collaborative work. Over the last two decades a growing number of artists have adopted a mode of working that is radically different from the common modernist model. These artists are working as collaborators with people or groups outside the world of art—children, senior citizens, sanitation workers, or residents of a particular neighborhood These artists often create work "with," not "for" a community and share decision-making with people not ordinarily given a place in the museum or other official "art world" sites. The results are artworks that express a variety of social and aesthetic positions. In general, the work is intertwined with progressive educational philosophies and radical democratic theory.

Some of the issues examined will be: What is the special attraction for artists of working collaboratively? What are the roles of the artist, community and audience? How does one attribute quality or success to collaborative projects? What is the relationship between process and product?

This course will examine the work of artists working in various media. Students will be asked to work with community institutions in Amherst or Holyoke to produce collaborative work. Artists Ewald and Brett Cook will lead a collaborative mural project culminating in an outdoor installation and exhibition at the Mead Art Museum. Weekly class discussions will provide students the opportunity to reflect upon their own experiences and observations as artists. They will also read about and discuss collaboration, social issues and pedagogy as it relates to the young people they will be working with. A significant amount of work outside of class time is required when artist Brett Cook is on campus.

Requisite: One course in practice of art. First semester. Limited to 12 students. Visiting Artist Ewald.

92. Topics in Art and Art History. Three topics will be offered in the second semester, 2007-08.

01. THE ART OF BEHOLDING. What would it be like to "Behold" a work of art—that is, to engage its human realization, rather than merely or exclusively observe, analyze or situate it culturally and historically? This seminar will offer a working hypothesis concerning the definition and potential of "Beholding" the "art" of art and provide each member of the seminar the opportunity to test and experience this hypothesis by way of a semester-long encounter with one work of art of their own choosing, drawing on an immediately experienced work of painting, sculpture or architecture from any period, location, or artistic tradition. Foundational works to be discussed will include Zen Buddhist temples, paintings and drawings by Rembrandt van Rijn, Gothic stained-glass windows, and Michelangelo's last *Pieta*. In sharing the progress of each encounter during our class meetings, we will aim to re-imagine together contemplative action as the highest aspiration of human being. One lecture per week.

Limited to 12 students. Professor Upton.

02. PUBLIC ART IN THE UNITED STATES. What is public art and what role does it play in public life and collective memory in the United States? This seminar will consider art that is commissioned, paid for, and owned by the state as well as private works scaled to public encounter. We will focus on works of art made in the nineteenth and twentieth centuries in the United States and will look closely at the evolution of public art in the nation's capitol—from Horatio Greenough's monumental, nude statue of George Washington to Maya Lin's *Vietnam Veterans Memorial*. We will consider the relationship between those who commission, those who live with, and those who decide the fate of public art, such as Richard Serra's *Tilted Arc* and the memorials unfolding at the 9/11 site in lower Manhattan. We will ask whether and how public art mediates between private and public life, when and how it defines national values, and why so many have aroused controversy. Class discussion, student presentations, short papers, and a research project are expected. One class meeting per week.

Limited to 15 students. Professor Clark.

03. ARTIST-IN-RESIDENCE TOPIC. Title and description to be announced.

Artist-in-Residence TBA.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, 77D, 78, 78D. Senior Departmental Honors. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Full or half course.

First and second semesters. The Department.

RELATED COURSES

Myth, Ritual and Iconography in West Africa. See Black Studies 42. Second semester. Professor Abiodun.

Roman Archeology: Pompeii and Herculaneum. See Classics 36. Omitted 2007-08.

ASIAN LANGUAGES AND CIVILIZATIONS

Professors Babb, Dennerline (Chair), Morse, and Tawa; Assistant Professors Maxey, Ringer, Van Compernolle and Zamperini; Senior Lecturers Li and Miyama; Lecturers Kayama, Shen, and Teng; Five College Lecturer Brown.

Affiliated Faculty: Professor Basu; Assistant Professors Heim and A. Dole*.

Asian Languages and Civilizations is an interdisciplinary exploration of the histories and cultures of the peoples of Asia. Through a systematic study of the languages, societies, and cultures of the major civilizations that stretch from the Arab World to Japan, we hope to expand knowledge and challenge presuppositions about this large and vital part of the world. The purpose is to encourage in-depth study as well as to provide guidance for a general inquiry into the problem of cultural difference and its social and political implications, both within Asia and between Asian and the West.

Major Program. The major program in Asian Languages and Civilizations is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one area. As language study or use is an essential part of the major, language defines the area of concentration.

Requirements. All majors are required to take a minimum of nine courses dealing with Asia, exclusive of first-year language courses. A major's courses must include an area concentration (see below), a Colloquium on Asia (Asian 31), and designated courses taught by area specialists broadly covering history and culture in two of the three geographic areas outside the area of concentration. Courses designated to fulfill the area distribution requirement are marked in the list of courses with (C) for China, (J) for Japan, (SA) for South Asia, and (WA) for West Asia. The following courses are designated to fulfill the area distribution requirement: China-Asian 24, 28, 35, 36, 46, and 49; Japan-Asian 21, 23, 25, 27, 33, 34, 38 and 47; South Asia-Asian 15, 22, 60, 68 and 69; West Asia-Asian 26, 63 and Anthropology 31. In addition, each student will show a certain minimum level of competence in one language, either by completing the second year of that language at Amherst or by demonstrating equivalent competence in a manner approved by the department. For graduation with a major in Asian Languages and Civilizations, a student must have a minimum B– grade average for language courses taken within his or her area of concentration. Students taking their required language courses elsewhere, or wishing to meet the language requirement by other means, may be required, at the discretion of the department to pass a proficiency examination. No pass-fail option is allowed for any courses required for the departmental major.

---

*On leave 2007-08.

Area Concentration. Prospective majors should consult with a member of the department as early as possible to plan a concentration. The concentration, which must be approved by the advisor, will include a language and at least three non-language courses dealing entirely or substantially with the chosen area of concentration. Advisors encourage students to enroll in relevant courses in the disciplines as well.

Comprehensive Evaluation. Majors fulfill the comprehensive requirement by successfully completing ASLC-31: Asian Studies Colloquium.

Departmental Honors Program. Students who wish to be candidates for Departmental Honors must submit a thesis proposal to the Department for its approval and, in addition to the nine required courses, enroll in Asian 77 and 78.

Study Abroad. The Department supports a program of study in Asia during the junior year as means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Languages and Civilizations majors are therefore encouraged to spend at least one semester abroad during the junior year pursuing a plan of study which has the approval of the Department. Students concentrating on Japan should apply to Amherst College's Associated Kyoto Program (AKP) at Doshisha University in Kyoto. Similar arrangements can be made in consultation with members of the Department for students who wish to study in China, India, Korea, or Egypt.

15. Introduction to Buddhist Traditions. (SA) (Also Religion 23.) See Religion 23.
Omitted 2007-08. Professor Heim.

18. From the Floating World to an Urban Vision—Japanese Prints and Photography. (Also Art and Art History 34.) See Art and Art History 34.
Omitted 2007-08. Professor Morse.

19. The Tea Ceremony and Japanese Culture. (Also Art and Art History 83.) See Art and Art History 83.
Limited to 20 students. Second semester. Professor Morse.

21. Traditional Japanese Literature. (J) This course is an introduction to traditional Japanese literature from the beginning of Japan's written language to the early commercialization of literature around 1800. The course is organized thematically, but will move in chronological fashion. Whether dealing with tales of courtly romance, the stirring account of the Genpei War in *The Tale of the Heike*, 17-syllable haiku poems, or the explosively popular play, *Chūshingura* (the famous story of the 47 *rōnin*), special emphasis will be placed throughout the term on the communal production/consumption of literature, which is one of the distinctive features of artistic life in premodern Japan. This course assumes no prior knowledge of Japan or Japanese, and all texts are taught using English translations.
Limited to 20 students. First semester. Professor Van Compernolle.

22. Indian Civilization. (SA) (Also Anthropology 21.) See Anthropology 21.
First semester. Professor Babb.

23. Arts of Japan. (J) (Also Art and Art History 48.) See Art and Art History 48.
Omitted 2007-08. Professor Morse.

24. Chinese Civilization. (C) (Also History 15.) See History 15.
First semester. Professor Dennerline.

25. Japanese History to 1700. (J) (Also History 17.) See History 17.
First semester. Professor Maxey.

26. Middle Eastern History: 600-1800. (WA) (Also History 19.) See History 19.
First semester. Professor Ringer.

27. Fictions of Desire: The Demimonde in Japan. (J) This course explores the demimonde—the world of prostitutes, geisha, and hostesses—in Japan from the seventeenth century to the present. In Japan, in particular, the demimonde has been the focus of much artistic work that is revealing of larger social concerns. Besides being the central node of the sex trade, the demimonde also functions as a site where society explores the effects of desire on the social order, projects its fantasies about male/female relations, and turns certain types of female roles into symbols of "Woman" in general. The goals of this course are to learn how the demimonde arose, how it has been transformed over time, how women have been positioned within it, and how it interfaces with the wider social world. We will use narrative fiction, film, historical scholarship, autobiography, art, theatrical works, and anthropology so that we gain a nuanced and complete picture of this unique milieu. No prior knowledge of Japan or Japanese is required, and students in Asian studies, Women's Studies, Cultural Studies, Comparative Literature, and other disciplines are welcome.
Limited to 20 students. First semester. Professor Van Compernolle.

28. The Dao of Sex: Sexuality in China, Past and Present. (C) (Also Women's and Gender Studies 05.) This survey course will focus on sexual culture in China, from pre-Qin times to the present. Using various sources such as ancient medical texts, Daoist manuals, court poetry and Confucian classics, paintings and illustrated books, movies and documentaries, as well as modern and pre-modern fiction written both in the classic and vernacular languages, we will explore notions of sex, sexuality, and desire. Through the lens of cultural history and gender studies, we will try to reconstruct the genealogy of the discourses centered around sex that developed in China, at all levels of society, throughout 5,000 years. Among the topics covered will be sexual yoga, prostitution, pornography, and sex-tourism.
Limited to 25 students. First semester. Professor Zamperini.

29. Fashion Matters: Clothes, Bodies and Consumption in East Asia. (Also Women's and Gender Studies 13.) This course will focus on both the historical and cultural development of fashion, clothing and consumption in East Asia, with a special focus on China and Japan. Using a variety of sources, from fiction to art, from legal codes to advertisements, we will study both actual garments created and worn in society throughout history, as well as the ways in which they inform the social characterization of class, ethnicity, nationality, and gender attributed to fashion. Among the topics we will analyze in this sense will be hairstyle, foot-binding and, in a deeper sense, bodily practices that inform most fashion-related discourses in East Asia. We will also think through the issue of fashion consumption as an often-contested site of modernity, especially in relationship to the issue of globalization and world-market. Thus we will also include a discussion of international fashion designers, along with analysis of phenomena such as sweatshops.
Limited to 25 students. Second semester. Professor Zamperini.

30. India in Film: Hollywood, Bollywood, Mollywood. A study of selected films from India, Europe, and the United States ranging from popular cinema *(Meera Nam Joker, Taal, Indian, Kal Ho Na Ho, Gunga Din, Bhawani Junction, Black*

Narcissus, Gandhi, Passage to India) to art cinema (Satyajit Ray's *Apu Trilogy, Charulata, Spices, Samskara, Salaam Bombay*). In which ways are the themes, characters, plot, structures and techniques of the films culturally specific? Using Edward Said's book *Orientalism* as a starting point, this course will explore how Western films deal with the exotic and, conversely, how Indian films present the idea of Self and reaffirm (or contradict) the ideals and values of Indian society.

Limited to 30 students. Second semester. Professor Emeritus Reck.

31. Asian Studies Colloquium: Buddhist Literary Cultures. (Also Religion 71.) A close study of a focused topic that has broad significance in Asian Studies. Normally to be team-taught by two faculty of the department. The approach will be multidisciplinary; the goal of the course will be to explore a subject of interest in Asian Studies that also has suggestive implications for issues in the humanities and social sciences.

This course studies Buddhist literature and literary aesthetics from South Asia, China, Tibet, and Japan. We will consider several genres including biographies of the Buddha, hagiographies, sutras, epics, folk tales, poetry, short stories, plays, and novels. We will explore how literature may be uniquely empowered to generate and reflect certain sensibilities and to make certain truths known. We will also be focusing on what the texts mean for the people who write, hear, read, and preserve them and how these meanings occur over time. By examining how literary ideals inflect religious, ethical, and political values (and vice versa), we will be attentive to how literary communities and institutions work. Students in the course will experiment with writing and appreciating poetry by participating in a "Haiku Slam."

Limited to 30 students. Second semester. Professors Heim and Zamperini.

33. Modern and Contemporary Japanese Literature. (J) This course is an introduction to modern and contemporary Japanese literature through readings and discussions of short stories, novels, drama, and poetry from mainland Japan and Okinawa. The course deals with both literary and cultural issues from around 1800 to the present day, with particular emphasis placed on how literature has reflected and responded to the vertiginous transformations undergone by Japan in the last two centuries: the rise of a commercial economy, the encounter with the West, rapid modernization and the emergence of consumer culture, imperial expansion, war, defeat, democratization, and finally vaulting back onto the world stage as a postmodern economic superpower. This course assumes no prior knowledge of Japan or Japanese, and all texts are taught using English translations.

Limited to 20 students. Second semester. Professor Van Compernolle.

34. Japanese Cinema. (J) This course will investigate the Japanese film as a narrative art, as a formal construct, and as a participant in larger aesthetic and social contexts. In particular, the relationship between the individual and the mise-en-scène will be a major theme throughout the term. We will cover the first hundred years of Japanese cinema, from the very first film footage shot in Japan in 1897 through the golden age of studio cinema in the 1950s, to important independent filmmakers working today. We will cover silent films, talkies, and animation. The course includes the major genres of Japanese film and influential schools/movements. Students will also learn and get extensive practice using the vocabulary of the discipline of film studies. This course assumes no prior knowledge of Japan or Japanese, and all films have English subtitles.

Limited to 20 students. Second semester. Professor Van Compernolle.

35. Dreamlands: The Universe of Dreams in Chinese Literature. (C) The course will explore the world of dreams in pre-modern, modern and contemporary Chinese literature and culture. Beginning with Daoist and Buddhist sources, and proceeding in a chronological fashion, we will navigate the dreamscapes mapped by traditional oneiromancy, philosophy, poetry, drama, fiction, all the way to contemporary theatrical and cinematic discourse. We will look at the semantic and aesthetic function of dreams in the changing world of Chinese culture, connecting our findings to recent discoveries in the fields of contemporary psychology, psychoanalysis and neuroscience. Where possible, we will also engage in comparison with dream-related practices and traditions in other East Asian contexts, such as Tibet and Japan.

Omitted 2007-08. To be taught as First-Year Seminar. Professor Zamperini.

36. A History of Love: Chinese Romance in Time. (C) The course will deal with the world of romance in traditional Chinese culture. Following the thematic arrangement found in the seventeenth-century text *Qingshi, A History of Love*, an encyclopedic work about the various forms love can take, we will read and analyze stories, novels, poetry and plays from historical periods trying to piece together a coherent frame of all the discourses circulating about the experience of passion, love and lust from the Tang dynasty up until the early twentieth century. We will engage in comparisons with other East Asian traditions as well as with the Western discourses of romantic and courtly love, with the goal to generate meaningful cross-cultural exchanges.

Admission with consent of the instructor. Limited to 15 students. Omitted 2007-08. Professor Zamperini.

38. From Edo to Tokyo: Japanese Art from 1600 to the Present. (J) (Also Art and Art History 62.) See Art and Art History 62.

First semester. Professor Morse.

39. Islamic Ethics. (Also Religion 57.) See Religion 57.

Omitted 2007-08.

43. Arts of China. (Also Art and Art History 47.) See Art and Art History 47.

Omitted 2007-08. Professor Morse.

44. Approaches to Chinese Painting. (Also Art and Art History 61.) See Art and Art History 61.

Omitted 2007-08. Professor Morse.

45. Japan as Empire, 1895-1945. (J) (Also History 55) See History 55.

First semester. Professor Maxey.

46. Modern China. (C) (Also History 16.) See History 16.

Second semester. Professor Dennerline.

47. Modern Japanese History: 1800-2000. (J) (Also History 18.) See History 18.

Second semester. Professor Maxey.

48. The Modern Middle East: 1800 to Present. (Also History 20.) See History 20.

Second semester. Professor Ringer.

49. China in the World, 1895-1919. (C) (Also History 57.) See History 57.

First semester. Professor Dennerline.

50. Religion and Society in Greater China. (C) (Also History 58.) See History 58.

Second semester. Professor Dennerline.

51. Topics in Tokugawa Japan. (Also History 59.) See History 59.
Omitted 2007-08. Professor Maxey.

55. Early Islam: Construction of an Historical Tradition. (Also History 60.) See History 60.
Omitted 2007-08. Professor Ringer.

56. Sufism. (Also Religion 53.) See Religion 53.
First semester. Visiting Professor Garden.

58. Buddhist Ethics. (Also Religion 27.) See Religion 27.
Second semester. Professor Heim.

60. Religion and Society in the South Asian World. (SA) (Also Anthropology 34.) See Anthropology 34.
Second semester. Professor Babb.

61. Sacred Images and Sacred Space (Also Art and Art History 66.) See Art and Art History 66.
Second semester. Professor Morse.

62. The History and Memory of the Asian-Pacific War. (Also History 90.) See History 90.
Not open to first-year students. Limited to 15 students. Second semester. Professor Maxey.

63. Women in the Middle East. (WA) (Also History 62 and Women's and Gender Studies 62.) See History 62.
First semester. Professor Ringer.

64. Seminar on Middle Eastern History. (Also History 93.) See History 93.
Not open to first-year students. Limited to 20 students. Second semester. Professor Ringer.

69. Theravada Buddhism. (SA) (Also Religion 26.) See Religion 26.
First semester. Professor Heim.

77, 78. Senior Departmental Honors.
First and second semesters.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. Members of the Department.

Arabic

First- and second-year Arabic are offered as part of the Five College Near Eastern Studies Program. When omitted at Amherst, these courses are offered at the University of Massachusetts and one of the other college campuses. Arabic 01 is numbered 126 and Arabic 02 is numbered 146 and are offered at the University of Massachusetts. Third-year Arabic courses are also offered there as Arabic 326 and 426. Advanced Arabic courses are taught by special arrangement with faculty members in the department. For more information, contact Five College Arabic Program Director Tayeb El-Hibri. See also Five College Courses by Five College Faculty in this Catalog.

01. First-Year Arabic I. This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs, and on how to use an Arabic dictionary.

First semester. Omitted at Amherst College 2007-08. (To be offered at the University of Massachusetts as Arabic 126.)

02. First-Year Arabic II. A continuation of Arabic 01.

Requisite: Arabic 01 or equivalent. Second semester. Omitted at Amherst College 2007-08. (To be offered at the University of Massachusetts as Arabic 146.)

03. Second-Year Arabic I. This course expands the scope of the communicative approach, as new grammatical points are introduced (irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is placed on reading and writing short passages and personal notes. This second-year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.) and making substantial use of the language.

Requisite: Arabic 02 or equivalent. First semester. Omitted at Amherst College 2007-08. (To be offered at the University of Massachusetts as Arabic 226.)

04. Second-Year Arabic II. Continued conversations at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills.

Requisite: Arabic 03 or equivalent or consent of the instructor. Second semester. Omitted at Amherst College 2007-08. (To be offered at the University of Massachusetts as Arabic 246.)

97, 98. Special Topics. Independent Reading Course.

First and second semesters. Five College Teachers of Arabic.

Chinese

01. First-Year Chinese I. This course, along with Chinese 02 in the spring semester, is an elementary introduction to Mandarin Chinese offered for students who have no Chinese-speaking backgrounds. The class takes an integrated approach to basic language skills of listening, speaking, reading, and writing, and it emphasizes pronunciation and the tones, Chinese character handwriting, and the most basic structure and patterns of Chinese grammar. The class meets five times per week (lectures on MWF and drill sessions on TTh).

Limited to 30 students. First semester. Lecturer Shen.

02. First-Year Chinese II. A continuation of Chinese 01. By the end of the course, students are expected to have a good command of Mandarin pronunciation, the basic grammar structures, an active vocabulary of 700 Chinese characters, and basic reading and writing skills in the Chinese language. The class meets five times per week (lectures on MWF and drill sessions on TTh). This course prepares students for Chinese 05 (Second-year Chinese I).

Requisite: Chinese 01 or equivalent. Limited to 30 students. Second semester. Lecturer Shen.

03. Heritage Chinese I. An intensive introductory course for heritage language learners who have near-native speaking ability in Chinese with very little or no knowledge in written Chinese. Building upon the students' oral/aural abilities, this course aims to develop students' communicative competence in all four skills, with special emphasis on reading and writing. By the end of the course, students are expected to have a good command of Mandarin pronunciation, part of the basic grammar structures, an active vocabulary of 600 Chinese characters, and basic reading and writing skills in the Chinese language. Three class hours are supplemented by two drill sessions.

Admission with consent of the instructor. Limited to 10 students. First semester. Senior Lecturer Li.

04. Heritage Chinese II. A continuation of Chinese 03, the second intensive introductory course for heritage language learners who have near-native speaking ability in Chinese but want to develop their reading and writing skills. By the end of the course, students are expected to be able to master an active vocabulary of 1,200 Chinese characters, to have a good command of the basic grammar structures and idiomatic expressions, to conduct conversations and discussion with standard Mandarin pronunciation, and to comprehend and write short stories and essays on daily matters in modern Chinese. Three class hours are supplemented by two drill sessions. This course prepares students for Chinese 07 (Third-year Chinese I).

Requisite: Chinese 03 or equivalent. Admission with consent of the instructor. Limited to 10 students. Second semester. Senior Lecturer Li.

05. Second-Year Chinese I. This course is designed for students who have completed first year Chinese classes. The emphasis will be on the basic grammatical structures. The course reinforces the four skills (listening, speaking, reading and writing) through vigorous drills and practices. There will be three class meetings and two drill sessions each week.

Requisite: Chinese 02 or equivalent. Limited to 18 students. First semester. Lecturer Teng.

06. Second-Year Chinese II. This course is a continuation of Chinese 05. By the end of the semester, most of the basic grammatical structures will be addressed. This course continues to help students develop higher proficiency level on the four skills. Class will be conducted mostly in Chinese. There will be three meetings and two drill sessions each week. This course prepares students for Chinese 07.

Requisite: Chinese 05 or equivalent. Limited to 18 students. Second semester. Lecturer Teng.

07. Third-Year Chinese I. This course is designed to expose students to more advanced and comprehensive knowledge of Mandarin Chinese, with an emphasis on both linguistic competence and communicative competence. Expanding of vocabulary and development of reading comprehension will be through different genres of authentic texts. Students will be trained to write short essays on a variety of topics. Three class hours are supplemented by two drill sessions.

Requisite: Chinese 04, 06 or equivalent. First semester. Senior Lecturer Li.

08. Third-Year Chinese II. A continuation of Chinese 07, a modern Chinese reading and writing course at the advanced level. Development of the basic four skills will continue to be stressed. It will emphasize both linguistic competence and communicative competence. Acquisition of additional characters will be through authentic readings of different genres. More training will be given on writing with more precision and details. Three class hours are supplemented by two drill sessions. This course prepares students for Chinese 09.

Requisite: Chinese 07 or equivalent. Second semester. Senior Lecturer Li.

09. Fourth-Year Chinese I. This course is designed for students who have completed three years of Chinese at the college level. The emphasis is on building substantial sophisticated vocabulary and reading various genres of writings and literary works like newspaper articles, essays, and short novels, etc. Development of a higher level of proficiency of the four skills will be stressed through class discussions, writing compositions, listening to TV news clips and watching movies that are supplemental to the themes of the reading materials. Class will be conducted entirely in Chinese. There will be two class meetings each week.

Requisite: Chinese 08 or equivalent. Admission with consent of the instructor. First semester. Lecturer Teng.

10. Fourth-Year Chinese II. This course is a continuation of Chinese 09. More advanced authentic texts of different genres of writings and literary works will be introduced to students. Development of a higher level of proficiency of the four skills will be stressed through class discussions, writing compositions, listening to TV news clips and watching movies that are supplemental to the themes of the reading materials. Class will be conducted entirely in Chinese. There will be two class meetings each week.

Requisite: Chinese 09 or equivalent. Admission with consent of the instructor. Second semester. Lecturer Teng.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. Members of the Department.

Japanese

01. Introduction to the Japanese Language. This course is designed for students who have never previously studied Japanese. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters *(Kanji).* The course will also introduce the notion of "cultural appropriateness for expressions," and will provide practice and evaluations for all four necessary skills—speaking, listening, reading, and writing. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

First semester. Professor Tawa and Assistant.

01H. Introduction to the Japanese Language I. This course is the first-semester of a non-intensive version of Japanese 01, which is offered regularly in the fall semester. This course is designed for interested students to begin their Japanese study in the spring semester in a non-intensive way. The course content is exactly the same as Japanese 01, but this course in the spring semester covers the first half of a regular Japanese 01 course. The subsequent course, Japanese 02H in the fall semester, covers the second half of a regular Japanese 01 course. Upon completion of Japanese 02H in the fall, interested students are eligible to take a regular Japanese 02 in the spring semester, the next level after Japanese 01.

Second semester. Professor Tawa and Assistant.

02. Building Survival Skills in Japanese. This course is a continuation of Japanese 01. The course will emphasize active learning by each student in the class by means of the materials in the course website and individualized or small group discussions with the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. By the end of this course, students are expected to be familiar with most basic Japanese structures, to have acquired a substantial vocabulary, and to have gained sufficient speaking, listening, reading, and writing proficiency levels, which will enable the students to survive using Japanese in Japan. As for literacy, a few hundred new characters *(Kanji)* will be added by reading and writing longer passages. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 01 or equivalent. Second semester. Professor Tawa and Assistant.

02H. Introduction to the Japanese Language II. This course is a continuation of Japanese 01H offered in the spring semester and is the second semester of a non-intensive version of Japanese 01, which is offered regularly in the fall semester. The course content is exactly the same as Japanese 01, but this course covers the second half of a regular Japanese 01 course. Upon completion of this course in the fall semester, interested students are eligible to take the regular Japanese 02 in the spring semester, the next level after Japanese 01.

Requisite: Japanese 01H or equivalent. First semester. Professor Tawa.

03. Review and Progress in Japanese. This course is designed for students who have already begun studying Japanese in high school, other schools, or at home before coming to Amherst, but have not finished learning basic Japanese structures or acquired a substantial number of characters *(Kanji)*. This course is also for individuals whose proficiency levels of the four skills (speaking, listening, reading, and writing) are uneven to a noticeable degree. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Some Japanese instruction at high school, home, or college. First semester. Professor Tawa and/or the Department.

04. Beyond Basic Japanese. This course is a continuation of Japanese 03. The course will emphasize active learning from each student in the class by the use of the materials on the course website and individual or small group discussions with the instructor. By the end of this course, students are expected to be able to use basic Japanese structures with a substantial vocabulary and to have attained post-elementary speaking, listening, reading, and writing proficiency levels. As for literacy, a few hundred new characters *(Kanji)* will be added by reading and writing longer passages. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 03 or equivalent. Second semester. Professor Tawa and/or the Department.

05. Communicating in Sophisticated Japanese. This course is designed for students who have completed the acquisition of basic structures of Japanese and have learned a substantial number of characters *(Kanji)* and are comfortable using them spontaneously. The course will emphasize the development of all four skills (speaking, listening, reading, and writing) at a more complex, multi-paragraph level. For example, students will be trained to speak more spontaneously and with cultural appropriateness in given situations using concrete as well as abstract expressions on a sustained level of conversation. As for literacy, students will be given practice reading and writing using several hundred characters *(Kanji)*. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 02, Japanese 04, or equivalent. First semester. Lecturer Kayama and Assistant.

06. Experience with Authentic Japanese Materials. This course is a continuation of Japanese 05. The course will provide sufficient practice of reading authentic texts and viewing films to prepare for the next level, Japanese 11, in which various genres of reading and films will be introduced. Throughout the course, the development of more fluent speech and stronger literacy will be emphasized by studying more complex and idiomatic expressions. Acquisition of an additional few hundred characters *(Kanji)* will be part of the course. The class will be conducted mostly in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 05 or equivalent. Second semester. Lecturer Kayama and Assistant.

09H. Conquering Kanji I. Japanese uses three different writing systems, one of which is called Kanji, with characters that were borrowed from China. A linguist, R.A. Miller (1986) in his book *Nihongo* (Japanese), writes: "The Japanese writing system is, without question, the most complicated and involved system of script employed today by any nation on earth; it is also one of the most complex orthographies ever employed by any culture anywhere at any time in human history." The difficulty lies not merely in the number of characters that students must learn (roughly a couple of thousand), but also in the unpredictable nature of the ways these characters are used in Japanese. It is not possible in regular Japanese language classes to spend very much time on the writing system because the students must learn other aspects of the language in a limited number of class hours. This writing system is, however, not impossible to learn. In this half course, the students will learn the Japanese writing system historically and metacognitively, in group as well as individual sessions, and aim to overcome preconceived notions of difficulty related to the learning of Kanji. Each student in this class is expected to master roughly 500 Kanji that are used in different contexts.

Requisite: Japanese 01 at Amherst College or its equivalent. First semester. Professor Tawa.

10H. Conquering Kanji II. This course serves either as continuation of Japanese 09H or the equivalent of 09H. See Japanese 09H for the course content.

Requisite: Japanese 01 at Amherst College or its equivalent. Second semester. Professor Tawa.

11. Introduction to Different Genres of Japanese Writing and Film. This course will introduce different genres of writing: short novels, essays, newspaper and magazine articles, poems, expository prose, scientific writings, and others. Various genres of films will also be introduced. Development of higher speaking and writing proficiency levels will be focused upon as well. The class will be conducted entirely in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 06 or equivalent. First semester. Senior Lecturer Miyama and Assistant.

12. Moving From "Learning to Read" to "Reading to Learn" in Japanese. This course will be a continuation of Japanese 11. Various genres of writing and film, of longer and increased difficulty levels, will be used to develop a high proficiency level of reading, writing, speaking, and listening throughout the semester. At this level, the students should gradually be moving from "learning to read" to "reading to learn." This important progression will be guided carefully by the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 11 or equivalent. Second semester. Senior Lecturer Miyama and Assistant.

13. Introduction to Thematic Reading and Writing. This course is designed for the advanced students of Japanese who are interested in readings and writings on topics that are relevant to their interests. Each student will learn how to search for the relevant material, read it, and summarize it in writing in a technical manner. The course will also focus on the development of a high level of speaking proficiency. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 12 or equivalent. First semester. Lecturer Kayama.

14. Thematic Reading and Writing. This course is a continuation of Japanese 13. In addition to learning how to search for the relevant material, read it with comprehension, and produce a high level of writing, the students will learn to conduct a small research project in this semester. The course will also focus on the development of a high level of speaking proficiency through discussions with classmates and the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 13 or equivalent. Second semester. Lecturer Kayama.

15. Introduction to Great Books and Films in the Original. This course is designed for students who possess a high proficiency level of speaking but need training in cover-to-cover book reading or film comprehension. Class materials will be selected from well-known books and films. Writing assignments will be given to develop critical and creative writing skills in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 14 or equivalent. First semester. Senior Lecturer Miyama.

16. Great Books and Films in the Original. This course is a continuation of Japanese 15. The course is designed for students who possess a high proficiency level of speaking but need training in cover-to-cover reading or film comprehension. Class materials will be selected from well-known books and films. Writing assignments will be given to develop critical and creative writing skills in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 15 or equivalent. Second semester. Senior Lecturer Miyama.

97, 97H, 98, 98H. Special Topics. Full or half course.

ASTRONOMY

Professor Greenstein.

Five College Astronomy Department Faculty: Professors Dennis, Edwards, Greenstein, Katz, Navarro, Schloerb, Schneider, Snell (Chair), Weinberg, and Young; Associate Professors Calzetti, Dyar, Giavalisco, Lowenthal, Mo, Wang, and Yun; Assistant Professors Hameed, Tripp, and Wilson; Research Professors Erickson and Heyer; Research Assistant Professor Narayanan; Teaching Fellows Burbine, Phillips, and Stage.

Astronomy was the first science, and it remains today one of the most exciting and active fields of scientific research. Opportunities exist to pursue studies both at the non-technical and advanced levels. Non-technical courses are designed to be accessible to every Amherst student: their goal is to introduce students to the roles of quantitative reasoning and observational evidence, and to give some idea of the nature of the astronomical universe. These courses are often quite interdisciplinary in nature, including discussion of issues pertaining to biology, geology and physics. Advanced courses are offered under the aegis of the Five College Astronomy Department, a unique partnership among Amherst, Smith, Mount Holyoke and Hampshire Colleges and the University of Massachusetts. As a result of this partnership, students can enjoy the benefits of a first-rate liberal arts education while maintaining association with a research department of international stature. Students may pursue independent theoretical and observational work in association with any member of the department, either during the academic year or summer vacation. Advanced students pursue a moderate study of physics and mathematics as well as astronomy.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions. For ASTFC courses, students should go to the first scheduled class meeting on or following Thursday, September 6, for the fall semester and Wednesday, January 30, for the spring semester. The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the *rite* major are two Astronomy courses at the 20-level, two Astronomy courses at the 30-level or higher, Physics 23 and 24, and Mathematics 11 and 12.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

Students even considering a major in Astronomy are strongly advised to take Mathematics 11, Physics 23, and some Astronomy during the first year. The sequence of courses and their requisites is such that failure to do so would severely limit a student's options. All Astronomy majors must pass a written comprehensive examination in the second semester of their senior year.

11. Introduction to Modern Astronomy. A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Three one-hour lectures per week.

Enrollment limited. Admission with consent of the instructor. No student who has taken any upper-level math or science course will be admitted. Second semester. Professor Greenstein.

14. Stars and Galaxies. An introductory course appropriate for both physical science majors and students with a strong pre-calculus background. Topics include: the observed properties of stars and the methods used to determine them, the structure and evolution of stars, the end-points of stellar evolution, our Galaxy, the interstellar medium, external galaxies, quasars and cosmology.

Second semester. Professor to be named.

15. Science Play: Astronomy and Physics on the Stage. (Also Theater and Dance 26.) This course will examine a selection of plays that use astronomy or physics to delve into the scientific process, including plays by Brecht, Frayn, and Stoppard. By focusing on the moments abutting the instant of scientific discovery, these plays expose people at their most exhilarated and vulnerable. This creates an ideal space to explore the scientific idea itself as well as the attending complex human interactions and issues such as gender and genius, the interplay of society and science, and the scientist's responsibility to society. The course will guide the student through humanity's evolving view of cosmology, loosely mirroring the arc of the scientific content of the plays and pausing to focus on three pivotal moments in our understanding of the universe. In addition to addressing these key ideas, we will study the theatricality of the plays. We will examine the experiences of the playwright in the writing process, and the director and actor in bringing the play from the page to the stage. Having explored major current topics in astrophysics at a non-technical level as well as the roles of the playwright, director and actor in giving life to the science play, the course will culminate in the translation of these scientific ideas to the stage.

First semester. Professor Mukasa and Teaching Fellow Phillips.

20. Astronomy and Public Policy. Astronomical issues that impact our society will be explored in a seminar format. The approach for each issue will be to pose a question based on a body of scientific evidence with potential consequences for human society. The answers to these questions will be investigated both on scientific and societal grounds. Scientific issues include the potential threat of collisions between the earth and other solar system bodies, and the potential existence of extraterrestrial life. Students will assemble into three teams, two acting as scientists arguing for or against a particular course of action and a third team acting as a congressional subcommittee which must make a policy decision based on the evidence provided, recommending a response and an appropriate level of federal investment. The course bibliography will include primary sources, both from the scientific literature and from congressional records.

Requisites: One semester of calculus and one semester of any physical science. Admission with consent of the instructor. Omitted 2007-08.

23. Planetary Science. (ASTFC) An introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets.

Requisite: One semester of a physical science and one semester of calculus (may be taken concurrently). Some familiarity with physics is essential. First semester. Professor Dyar.

24. Stellar Astronomy. (ASTFC) This is a course on the observational determination of the fundamental properties of stars. It is taught with an inquiry-based approach to learning scientific techniques, including hypothesis formation, pattern recognition, problem solving, data analysis, error analysis, conceptual modeling, numerical computation and quantitative comparison between observation and theory.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Two class meetings per week plus computer laboratories.

Requisite: Mathematics 11 and either an introductory Astronomy or an introductory Physics course. Omitted 2007-08.

25. Galactic and Extragalactic Astronomy: The Dark Matter Problem. This course explores the currently unsolved mystery of dark matter in the universe using an inquiry-based approach to learning. Working with actual and simulated astronomical data, students will explore this issue both individually and in seminar discussions. The course will culminate in a "conference" in which teams present the results of their work.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Students who have taken the First-Year Seminar "The Unseen Universe" may not take Astronomy 25. Two class meetings per week plus computer laboratories.

Requisite: Mathematics 11 and either an introductory Astronomy or an introductory Physics course. Omitted 2007-08.

26. Cosmology. (ASTFC) Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. First semester. Professor Greenstein.

30. Seminar: Topics in Astrophysics. Devoted each year to a particular topic, this course will commence with a few lectures in which a scientific problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be substantial in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation.

Requisite: Astronomy 23 and at least three college-level courses in astronomy, physics or geology. Omitted 2007-08.

35. Introduction to Astrophysics. How do astronomers determine the nature and extent of the universe? Following the theme of the "cosmic distance ladder," we explore how our understanding of astrophysics allows us to evaluate the size of the observable universe. We begin with direct determinations of distances in the solar system and to nearby stars. We then move on to spectroscopic distances of more distant stars, star counts and the structure of our Galaxy, Cepheid variables and the distances of other galaxies, the Hubble Law and large-scale structure in the universe, quasars and the Lyman-alpha forest.

Requisites: One Astronomy course at the 20-level or higher and Physics 24. First semester. Professor Wilson.

37. Observational Techniques in Optical and Infrared Astronomy. Offered in alternate years with Astronomy 38. An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared regions of the spectrum. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation. Evening laboratories to be arranged.

Requisite: Two courses of Physics and one of Astronomy 24, 30, 35 or 51. Not open to first-year students. Second semester. Professor Lowenthal.

38. Techniques of Radio Astronomy. (ASTFC) Offered in alternate years with Astronomy 37. Introduction to the equipment and techniques of radio Astronomy. With lab. Equipment, techniques, nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects.

Requisite: Physics 24, Mathematics 11 and some familiarity with Astronomy. Not open to first-year students. Omitted 2007-08.

51. Astrophysics I: Stars and Stellar Evolution. Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; the hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars and black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries.

Requisite: Four semesters of Physics. Omitted 2007-08.

52. Astrophysics II: Galaxies. (ASTFC) Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the Virial Theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: synchrotron radiation; accretion disks; supermassive black holes.

Requisite: Four semesters of Physics. Second semester. Professor Mo.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to seniors. First and second semesters. The Department.

77, 78. Senior Departmental Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to seniors. Required of Honors students. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

BIOLOGY

Professors S. George, Goldsby (Simpson Lecturer), Poccia‡, Ratner‡, Williamson, and Zimmerman†; Associate Professors Goutte (Chair), and Temeles; Assistant Professors Clotfelter, Hood, and Miller; Lab Coordinator Emerson.

The Biology curriculum is designed to meet the needs of students preparing for postgraduate work in biology or medicine, as well as to provide the insights of biology to other students whose area of specialization lies outside biology.

Courses for Non-Major Students. Biology 06, 08, and 14 each focus on a particular topic within biology, and are specifically intended for students who do not major in biology. These courses will not normally count towards the Biology major, and do not meet the admission requirements for medical school. The two semesters of introductory biology (Biology 18 and 19) may also be taken by non-majors who wish a broad introduction to the life sciences.

Major Program. The Biology major consists of three categories:

1. Two introductory biology courses (Biology 18 and 19);
2. Four courses in mathematics and physical sciences (Mathematics 11, Chemistry 11 or 15, Chemistry 12, and Physics 16 or 23);

---

†On leave first semester 2007-08.
‡On leave second semester 2007-08.

3. Five additional courses in biology, not including Special Topics and courses numbered below Biology 18, chosen according to each student's needs and interests, subject to two constraints: First, at least three of the five must be laboratory courses. These laboratory courses are Biology [illegible] 24, 25, 27, 29, 30, 32, 35, and 39. Second, the five courses must include at least one course in each of the following three areas:
   a) *Molecular and cellular mechanisms of life processes:* Molecular Genetics (Biology 25), Cell Structure and Function (Biology 29), Biochemistry (Biology 30), Structural Biology (Biology 37);
   b) *Integrative processes that show the relationship between molecular mechanisms and macroscopic phenomena:* Developmental Biology (Biology 22), Genetic Analysis of Biological Processes (Biology 24), Genome Biology (Biology 27), Immunology (Biology 33), Neurobiology (Biology 35);
   c) *Evolutionary explanations of biological phenomena:* Ecology (Biology 23), Evolutionary Biology (Biology 32), Animal Behavior (Biology 39).

All Biology majors will take a Senior Comprehensive Examination administered by the Department. All majors are strongly encouraged to attend Departmental seminars; attendance is required for senior majors.

Most students should begin with Biology 18 in the spring semester of their first year. Students wishing to place out of either Biology 18 or Biology 19 should provide the Departmental Chair with written documents verifying an AP score of 5. Students placing out of Biology 18 or Biology 19 will take an additional biology course in lieu of each. Students placing out of Biology 18 or Biology 19 or both must take a minimum of four semesters of laboratory work (one introductory plus three upper-level labs or four upper-level labs). Effective for the class of 2009, students placing out of Biology 18 must substitute a course from category 3c (evolutionary explanations), whereas students placing out of Biology 19 must substitute a course from category 3a (molecular and cellular mechanisms).

Chemistry 11 and/or Chemistry 12 are requisites for several Biology courses. Students are therefore encouraged to take Chemistry 11 in the fall of their first year, particularly students whose planned courses emphasize integrative processes or cellular and molecular mechanisms. Students preparing for graduate study in life sciences should consider taking Chemistry 21 and 22, Physics 17, and a course in statistics in addition to the minimum requirements for the Biology major. Note that Chemistry 21 and 22 are requisites for Biology 30, and that prior completion of Physics 17 or 24 is recommended for Biology 35.

Departmental Honors Program. Honors work in Biology is an opportunity to do original laboratory or field research and to write a thesis based on this research. The topic of thesis research is chosen in consultation with a member of the Biology Department who agrees to supervise the Honors work. Honors candidates take Biology 77 and 78D in addition to the other requirements for the major, except that Honors candidates may take four rather than five courses in addition to Biology 18 and 19, subject to the laboratory and subject area constraints.

Courses for Premedical Students. Students not majoring in Biology may fulfill the two-course minimum premedical requirement in Biology by taking two laboratory courses numbered 18 or above in Biology. Students interested in health professions other than allopathic medicine should consult a member of the Health Professions Committee regarding specific requirements.

03. The Chemical Basis of Human Physiology. (Also Chemistry 03.) How does the human body work, and what are the physical laws that describe and explain body functions? We will study circulation, respiration, digestion, acid/base regulation, excretion, and reproduction, while exploring chemical concepts such as molecular structure and phase behavior that make these phenomena possible. We'll ask how these functions are regulated by the nervous system and by hormones, and we'll explore electrical and chemical communication pathways at a fundamental level. Emphasis is on using mathematics and physical sciences to understand physiological functions. Three classroom hours and three hours of laboratory per week.

Enrollment is limited to first-year students who are interested in science or premedical study, who are recommended to begin with either Mathematics 5 or the intensive section of Mathematics 11, and who are enrolled in a Mathematics course but not in Chemistry 11. Permission from the instructor required. First semester. Professors S. George and O'Hara.

06. Why Sex? Perhaps no subject in biology is as troublesome (or as fraught with contradictions) as sex. Why should organisms devote so much of their time and energy to attracting mates, when they can reproduce much more efficiently by cloning themselves? Similarly, why not pass on all your genes, rather than just half? Darwin was among the first to realize that competition for mates is sometimes as important as competition for survival. Sex is an exceedingly powerful ecological and evolutionary force, responsible for generating a tremendous diversity of morphologies and behaviors. In this course, we will draw upon examples from microbes to mosses to mammals in order to address these most basic biological questions: Why did sex evolve and what are its consequences? Three hours of lecture and one hour of discussion.

This course is for non-majors and will not count toward the Biology major. Second semester. Professors Clotfelter and Miller.

08. The Biology of Catastrophe: Cancer and AIDS. AIDS, the acquired immunodeficiency syndrome, is caused by HIV infection and is the result of a failure of the immune system. Cancer is the persistent, uncontrolled and invasive growth of cells. A study of the biology of these diseases provides an opportunity to contrast the normal operation of the immune system and the orderly regulation of cell growth with their potentially catastrophic derangement in cancer and AIDS. A program of lectures and readings will provide an opportunity to examine the way in which the powerful technologies and insights of molecular and cell biology have contributed to a growing understanding of cancer and AIDS. Factual accounts and imaginative portraits will be drawn from the literature of illness to illuminate, dramatize and provide an empathetic appreciation of those who struggle with disease. Finally, in addition to scientific concepts and technological considerations, society's efforts to answer the challenges posed by cancer and AIDS invite the exploration of many important social and ethical issues. Three classroom hours per week.

Limited to 50 students. This course is for non-majors. Students majoring in Biology, Chemistry, or Psychology will be admitted only with permission from the instructor. First semester. Professor Goldsby.

14. The Evolution of Human Nature. Recent extensions of the theory of natural selection provide a unified explanatory framework for understanding the evolution of human social behavior and culture. After consideration of the relevant principles of genetics, population biology, developmental biology and animal behavior, the social evolution of animals—especially that of our nearest relatives, the apes—will be discussed and illustrated. With this background, many aspects of human social, psychological and cultural evolution will be considered: the instinct to create and acquire language; aggression and cooperation within and between the sexes; the human mating system; the origin of patriarchy; systems of kinship and inheritance; incest avoidance; rape; reciprocity and exchange; conflict between parents and offspring; homicide; warfare; moral emotions; deceit and self deception; the evolution of laws and justice; and the production and appreciation of art and literature. Three hours of lecture and films per week, and several guest speakers.

This is the last time this course will be offered. Second semester. Professor Zimmerman.

18. Adaptation and the Organism. An introduction to evolutionary theory, and how evolutionary theory can be used to study the diversity of life. Following an exploration of the core components of evolutionary theory (such as natural selection, sexual selection, and kin selection), we'll examine how evolutionary processes have shaped morphological, anatomical, physiological, and behavioral adaptations in organisms to solve many of life's problems, ranging from how to maintain salt and water balance to how to attract and locate mates to how to schedule reproduction throughout a lifetime. We'll start with a familiar organism—ourselves—and then relate and compare adaptations of humans to those of their nearest (vertebrate) and not-so-nearest (bacteria and plants) relatives, examining how and why these organisms have arrived at similar or different solutions to life's problems. Laboratories will complement lectures and will involve field experiments on natural selection and laboratory studies of vertebrates, invertebrates, bacteria, and plants. Four classroom hours and three laboratory hours per week.

Second semester. Professors Hood and Temeles.

19. Molecules, Genes and Cells. An introduction to the molecular and cellular processes common to life. A central theme is the genetic basis of cellular function. Four classroom hours and three laboratory hours per week.

Requisite: Prior completion of, or concurrent registration in, Chemistry 12 or permission from the instructor. First semester. Professors Ratner and Williamson.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology, anatomy, and genetics. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 19. First semester. Professor Poccia.

23. Ecology. A study of the relationships of plants and animals (including humans) to each other and to their environment. We'll start by considering the decisions an individual makes in its daily life concerning its use of resources, such as what to eat and where to live, and whether to defend such resources. We'll then move on to populations of individuals, and investigate species population growth, limits to population growth, and why some species are so successful as to become pests whereas others are on the road to extinction. The next level will address communities and how interactions among populations, such as competition, predation, parasitism, and mutualism, affect the organization and diversity of species within communities. The final stage of the course will focus on ecosystems, and the effects of humans and other organisms on population, community, and global stability. Three hours of lecture per week.

Requisite: Biology 18 or permission from the instructor. Not open to first-year students. First semester. Professor Temeles.

24. Genetic Analysis of Biological Processes. This course will explore the application of genetic analysis towards understanding complex biological systems. Scientists often turn to the study of genes and mutations when trying to decipher the mechanisms underlying such diverse processes as the making of an embryo, the response of cells to their environment, or the defect in a heritable disease. By reading papers from the research literature, we will study in detail some of the genetic approaches that have been taken to analyze certain molecular systems. We will learn from these examples how to use genetic analysis to formulate models that explain the molecular function of a gene product. The laboratory portion of this course will include discussions of the experimental approaches presented in the literature. Students will apply these approaches to their own laboratory projects. Three hours of lecture and three hours of laboratory per week; the laboratory projects will require additional time outside of class hours.

Requisite: Biology 19. Not open to first-year students. Limited to 30 students. Second semester. Professor Goutte.

25. Molecular Genetics. A study of the molecular mechanisms underlying the transmission and expression of genes. DNA replication and recombination, RNA synthesis and processing, and protein synthesis and modification will be examined. Both prokaryotic and eukaryotic systems will be analyzed, with an emphasis upon the regulation of gene expression. Application of modern molecular methods to biomedical and agricultural problems will also be considered. The laboratory component will focus upon recombinant DNA methodology. Four classroom hours and four hours of laboratory per week; some laboratory exercises may require irregular hours.

Requisite: Biology 19. Not open to first-year students. Limited to 30 students. Omitted 2007-08. Professor Ratner.

27. Genome Biology. A study of the architecture and interactions of genetic systems. Advances in genomics are resulting in new approaches to a variety of important issues, from conservation biology to disease prevention and treatment. We will address how heritable information is organized in diverse types of organisms and the consequences for shaping species traits and long-term evolutionary potential. We will cover the major challenges of this emerging research field, including techniques for dealing with vast amounts of DNA sequence data. We will also critically review the concept of the genome as a "cooperative assemblage of genetic elements." Three hours of lecture and three hours of laboratory per week.

Requisites: Biology 18 and 19. Limited to 30 students. First semester. Professor Hood.

29. Cell Structure and Function. An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Four classroom hours and three hours of laboratory per week.

Requisites: Biology 19 and completion of, or concurrent registration in, Chemistry 12. Omitted 2007-08. Professor Poccia.

30. Biochemistry. (Also Chemistry 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19; Chemistry 22 is a co-requisite. Anyone wishing to take the course who does not satisfy these criteria should obtain permission from the instructor. Second semester. Professors Williamson and Bishop.

32. Evolutionary Biology. An introduction to the field of evolutionary biology. Lectures concern the evidence for evolution and the development of evolutionary theory. Emphasis is placed on microevolutionary mechanisms of change, large-scale macroevolutionary patterns, and major innovations in the history of life. Readings from the primary literature focus on experimental studies of evolution and will be followed by student presentations and discussion. Laboratories offer hands-on experience with evolutionary processes including characterization of genetic structure in natural populations, artificial selection, reproductive isolating mechanisms, and the evolution of resistance. Four hours of lecture per week and three hours laboratory work per week.

Requisites: Biology 18 and 19. Not open to first-year students. Limited to 24 students. First semester. Professor Miller.

33. Immunology. The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Three classroom hours per week.

Requisites: Biology 19 and Biology 25 or 29 or 30 or permission from the instructor. Limited to 30 students. Second semester. Professor Goldsby.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Three classroom hours and four hours of laboratory work per week.

Requisites: Biology 18 or 19 and Chemistry 11; Physics 17 or 24 is recommended. Limited to 24 students. First semester. Professor George.

37. Structural Biology. This course will concentrate on the structure of proteins at the atomic level. It will include an introduction to methods of structure determination, to databases of structural information, and to publicly available visualization software. These tools will be used to study some class of specific structures, (such as membrane, nucleic acid binding, regulatory, structural, or metabolic proteins). These proteins will provide the framework for discussion of such concepts as domains, motifs, molecular motion, structural homology, etc., as well as addressing how specific biological problems are solved at the atomic level. Four classroom hours per week.

Requisites: Biology 19 and Chemistry 12; Chemistry 21 would be helpful but is not required. Limited to 20 students. First semester. Professor Williamson.

39. Animal Behavior. Shaped by millions of years of natural and sexual selection, animals have evolved myriad abilities to respond to their biotic and abiotic environment. This course examines animal behavior from both a mechanistic and a functional perspective. Drawing upon examples from a diverse range of taxa, we will discuss topics such as sensory ecology, behavioral genetics, behavioral endocrinology, behavioral ecology and sociobiology. Three classroom hours and four laboratory hours per week.

Requisite: Biology 18 or permission from the instructor. Not open to first-year students. Limited to 30 students. First semester. Professor Clotfelter.

42. Seminar in Evolution: Plant Sexual Diversity. The diversity of reproductive strategies and sexual systems among angiosperm species is extraordinary and perhaps unmatched by any other group of organisms. This course will provide a comprehensive introduction to plant sexual diversity through lectures and discussion of the primary literature. Topics will include the evolution and maintenance of sexual polymorphisms, temporal and spatial segregation of gender function in hermaphrodites, self-incompatibility systems, plant-pollinator coevolution, pollinator-mediated selection, hybridization, tradeoffs with asexual modes of reproduction, and the evolution and functional significance of sexual dimorphism. Readings will emphasize integrative studies that use developmental, ecological, population genetic, and phylogenetic approaches to uncover the mechanisms underlying this rich morphological and functional diversity. Three classroom hours per week.

Requisite: Biology 23 or 32 or permission from the instructor. Limited to 15 students. Second semester. Professor Miller.

44. Seminar in Disease Biology. The majority of organisms on earth cause disease or are parasitic, and it could be said that a thorough understanding of biology should necessarily involve the study of infectious disease. Yet only within the past two decades has there been a realization that diseases may regulate populations, stabilize ecosystems, and be responsible for major biological features such as reproductive systems or genomic structures. Disease is of course responsible for large amounts of human misery and death, and it is all the more remarkable that our understanding of disease as an ecological and evolutionary force is in its infancy. In this course we will discuss our historical and current understandings of infectious disease biology. We will include studies of human, animal, and plant diseases, as well as their impacts on wild and domestic populations. Three classroom hours per week.

Requisite: Biology 23 or 32 or permission from the instructor. Limited to 15 students. Second semester. Professor Hood.

45. Seminar in Behavioral Ecology. This course explores the relationship between an animal's behavior and its social and ecological context. The topic for 2005 was the evolution of sexual dimorphism in animals. Sexual dimorphism is widespread in animals, yet its causes remain controversial and have generated much debate. In this seminar we examine a variety of sexual dimorphisms in different groups of animals and consider hypotheses for how these sexual dimorphisms may have evolved. We then consider how such hypotheses are tested in an attempt to identify the best approaches to studying the evolution of sexual dimorphisms. Then we look at evidence that either supports or refutes various hypothesized mechanisms for the evolution of sexual dimorphisms in different animal groups. Finally, we consider whether some mechanisms for the evolution of sexual dimorphism are more common among certain kinds of organisms (predators) than others (herbivores). Three hours per week.

Requisite: Biology 23 or 32 or 39 or permission from the instructor. Not open to first-year students. Limited to 15 students. Omitted 2007-08. Professor Temeles.

47. Seminar in Ecology. The topic is the ecology and evolution of plant-animal interactions. Most animals on Earth obtain their energy from green plants, and thus it is not surprising that interactions between plants and animals have played a prominent role in our current understanding of how ecological processes such as predation, parasitism, and mutualism shape evolutionary patterns in plants and animals. In this course we will start our analysis with a consideration of how plant-animal relationships evolve by studying examples from both extant systems and the fossil record. Next we will examine the different kinds of plant-animal interactions (pollination, seed dispersal, seed predation, and herbivory, to mention a few) that have evolved on our planet, and the ecological processes promoting reciprocal evolution of defenses and counter-defenses, attraction, and deceit. Finally, we will turn our attention to global change and the implications of human alteration of the environment for the future of plant-animal relationships, such as pollination, which are of vital importance to life on Earth. Three classroom hours per week.

Requisite: Biology 23 or 32 or permission from the instructor. Not open to first-year students. Limited to 14 students. First semester. Professor Temeles.

48. Seminar in Conservation Biology. Conservation biology is the scientific study of the Earth's biodiversity, the natural processes through which it evolved and is maintained, and the stresses imposed upon it by human activities. Conservation biology is highly interdisciplinary and thus requires careful consideration of both biological and sociological issues. Utilizing articles from the primary literature, this course will focus on topics such as the causes of extinctions, the design and management of protected areas, the successes and failures of *ex situ* conservation efforts, and the importance of sustainable development. Three classroom hours per week.

Requisite: Biology 23 or 32 or permission from the instructor. Not open to first-year students. Limited to 14 students. Omitted 2007-08. Professor Clotfelter.

57. Seminar in Developmental Genetics. Cloning and assisted reproduction. Considerable popular interest in cloning of mammalian embryos and in various forms of assisted reproduction has developed recently, in particular from press releases or political pronouncements, often accompanied by much misunderstanding and sensationalism. We will examine several topics such as stem cell research, therapeutic and reproductive cloning, nuclear reprogramming, successes and failures of current technology, ethical issues, and techniques to increase human fertility such as *in vitro* fertilization and hormonal therapy. Emphasis is on readings from current literature and student presentations. Three classroom hours per week.

Requisite: Biology 22 or 24 or 25 or 29. Limited to 15 students. Omitted 2007-08. Professor Poccia.

77, 78D. Senior Departmental Honors. Honors students take three courses of thesis research, usually, but not always, with the double course load in the spring. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to Seniors. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent reading or research courses. Half or full course as arranged. Does not normally count toward the major.

First and second semesters.

RELATED COURSES

Introduction to Neuroscience. See Neuroscience 26.

Second semester. Professors George and Turgeon.

The Resilient (?) Earth: An Interdisciplinary Reflection on Contemporary Environmental Issues. See Pick Colloquium 22.

Second semester. Professors Clotfelter and Dizard.

BLACK STUDIES

Professors Abiodun, Cobham-Sander, Goheen (Chair), Rushing, and Wills†; Associate Professor Ferguson; Assistant Professors Castro Alves and Moss*; Visiting Lecturers Drabinski and Walker; Five College Professor Newbury; Five College Assistant Professor Omojola.

Affiliated Faculty: Professors Basu, Hart, Hewitt, Lembo, Mehta, Peterson, Redding, and Rivkin; Associate Professor Saxton; Assistant Professors Basler*, Hussain, Mukasa, Parham, and Sitze; Senior Lecturer Delaney; Mellon Visiting Assistant Professor Moyi.

Black Studies is an interdisciplinary exploration of the histories and cultures of black peoples in Africa and the diaspora. It is also an inquiry into the social construction of racial differences and its relation to the perpetuation of racism and racial domination.

Major Program. The major in Black Studies consists of eight courses: three core courses, three distribution courses, and two electives. The three core courses are Black Studies 11 (normally taken by the end of the sophomore year), Black Studies 12 (normally taken in the sophomore year), and Black Studies 64 (normally taken in the sophomore year). The three-course distribution consists of one course in three of four geographic areas: Africa; the United States; Latin America and the Caribbean; and Africa and its Diaspora. The student may choose the two electives from the Department's offerings, from cross-listed courses, or from other courses at the Five Colleges. Majors fulfill the department's comprehensive requirement by getting a grade of B or better in Black Studies 64.

Departmental Honors Program. All candidates for honors must write a senior thesis. Candidates for Honors will, with departmental permission, take Black Studies 77-78 during their senior year. The departmental recommendation for Latin honors will be determined by the student's level of performance on her/his thesis.

Key for required core and distribution requirements for the major: R (Required); A (Africa); US (United States); CLA (Caribbean/Latin America); D (Africa and its Diaspora).

10. Conceptualizing White Identity in the United States. (US) (Also Sociology 31.) See Sociology 31.

Limited to 25 students. Omitted 2007-08. Professor Basler.

11. Introduction to Black Studies. (R) This interdisciplinary introduction to Black Studies combines the teaching of foundational texts in the field with instruction in reading and writing. The first half of the course employs *How to Read a Book* by Mortimer Adler and Charles Van Doren as a guide to the careful reading of books focusing on the slave trade and its effects in Africa, the Caribbean, and the United States. Important readings in this part of the course include *Black Odyssey* by Nathan Huggins, *Racism: A Short History* by George Frederickson, and *The Black Jacobins* by C. L. R. James. The second half of the course addresses important themes from the turn of the twentieth century to the present. Beginning with *The Souls of Black Folk* by W. E. B. Du Bois, it proceeds through a range of seminal texts, including *The Wretched of the Earth* by Franz Fanon and *The Fire Next Time* by James Baldwin. This part of the course utilizes *Revising Prose* by Richard Lanham to extend the lesson in reading from the first half of the semester into an exploration of precision and style in writing. Computer exercises based on *Revising Prose* and three short essays—one on a single book, another comparing two books, and the last on a major theme in the course—provide the main opportunity to apply and reinforce skills in reading and writing learned throughout the semester. After taking this course, students at all levels of preparation should emerge not only with a good foundation for advancement in Black Studies but also with a useful set of guidelines for further achievement in the humanities and the social sciences.

---

*On leave 2007-08.

†On leave first semester 2007-08.

Limited to 20 students per section. Second semester. Professors Cobham-Sander and Ferguson.

12. Critical Debates in Black Studies. (R) In this course students will focus closely on major debates that have animated the field of Black Studies, addressing a wide range of issues from the slave trade to the present. Each week will focus on specific questions such as: What came first, racism or slavery? Is African art primitive? Did Europe underdevelop Africa? Is there Caribbean History or just history in the Caribbean? Should Black Studies exist? Is there a black American culture? Is Affirmative Action necessary? Was the Civil Rights Movement a product of government action or grass roots pressure? Is the underclass problem a matter of structure or agency? The opposing viewpoints around such questions will provide the main focus of the reading assignments, which will average two or three articles per week. In the first four weeks, students will learn a methodology for analyzing, contextualizing, and making arguments that they will apply in developing their own positions in the specific controversies that will make up the rest of the course.

Limited to 30 students. First semester. Professor Ferguson and Visiting Lecturer Drabinski.

16. Poverty and Inequality. (US) (Also Economics 23.) See Economics 23.

First semester. Professor Rivkin.

18. The Changing Images of Blacks in Film. (US) (Also Theater and Dance 27 and English 93.) See Theater and Dance 27.

Second semester. Professor Mukasa.

20. African Cultures and Societies. (A) (Also Anthropology 26.) See Anthropology 26.

Limited to 50 students. Second semester. Professor Goheen.

21. Black Diaspora from Africa to the La Escalera Conspiracy. (CLA/D) (Also History 11.) See History 11.

First semester. Professor Castro Alves.

22. Literature in French Outside Europe: Introduction to Francophone Literature. (D) (Also French 53.) See French 53.

Omitted 2007-08. Professor Hewitt.

23. Short Stories from the Black World. (D) This course which includes presentations by African, Caribbean, and African American story-tellers, studies the oral origins of written stories and the thematic and stylistic continuities between orature and written literature. Among the authors to be read are Chinua Achebe, Ama Ata Aidoo, Toni Cade Bambara, Jan Carew, Charles Chesnutt, J. California Cooper, Bessie Head, Jamaica Kincaid, Earl Lovelace, Paule Marshall, James Alan McPherson, Grace Ogot, and Opal Adisa Palmer.

Omitted 2007-08. Professor Rushing.

24. Representations of Black Women in Black Literature. (D) This cross-cultural course examines similarities and differences in portrayals of girls and women in Africa and its New World diaspora with special emphasis on the interaction of gender, race, class, and culture. Texts are drawn from Africa, the Caribbean, and the United States. Topics include motherhood, work, and sexual politics. Authors vary from year to year and include: Toni Cade Bambara, Maryse Condé, Nuruddin Farah, Bessie Head, Merle Hodge, Paule Marshall, Ama Ata Aidoo, and T. Obinkaram Echewa.

Omitted 2007-08. Professor Rushing.

25. Women and Politics in Africa. (A) (Also Political Science 29 and Women's and Gender Studies 61.) See Political Science 29.

Second semester. Five College Professor Newbury.

26. African American Autobiographies: A Survey. (US) (Also English 70.) Autobiographies are the core of a written African American literature that began with slave narratives. We will read works by Frederick Douglass and Harriet Jacobs, including such later classics as Richard Wright's *Black Boy, The Autobiography of Ida B. Wells,* and *The Autobiography of Malcolm X.* We will also study more recent works such as John Edgar Wideman's *Fatheralong* and Audre Lorde's *Zami.* Independent projects will focus on changing modes of autobiographical writing and critical perspectives on the genre.

Recommended requisite: A first course in English and/or Black Studies 11. Omitted 2007-08.

27. Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies. (D) Pioneering feminist critic Barbara Smith says, "All the men are Black, all the women are White, but some of us are brave." This cross-cultural course focuses on "brave" women from Africa and its New World diaspora who dare to tell their own stories and, in doing so, invent themselves. We will begin with a discussion of the problematics of writing and reading autobiographical works by those usually defined as "other," and proceed to a careful study of such varied voices as escaped slave Linda Brent/Harriet Jacobs, political activist Ida B. Wells, and feminist, lesbian poet Audre Lorde—all from the U.S.; Lucille Clifton, the Sistren Collective (Jamaica); Carolina Maria deJesus (Brazil); Buchi Emecheta (Nigeria); and Nafissatou Diallo (Senegal).

Omitted 2007-08. Professor Rushing.

28. Religion in the Atlantic World, 1441-1600. (D) (Also Religion 58.) See Religion 58.

Second semester. Professor Wills.

29. Childhood in African and Caribbean Literature. (A/CLA) (Also English 55.) See English 55.

Open to first-year students with consent of the instructor. First semester. Professor Cobham-Sander.

31. African Popular Music. (A) (Also Music 05.) See Music 05.

First semester. Five College Professor Omojola.

32. Issues in African Education. (A) The course is designed for those interested in understanding the current educational landscape in sub-Saharan Africa. It will examine the nature and organization of education from a historical context and from particular economic and social factors that shape educational decisions in sub-Saharan Africa. The course will examine: colonial education in Anglophone and Francophone Africa, access to education by children in rural and marginalized areas, school quality, student retention and achievement, school health and HIV/AIDS, population growth and its impact on educational outcomes, poverty, gender inequality, children in emergency and crisis situations, child labor, Millennium Development Goals and Education for all.

First semester. Mellon Visiting Professor Moyi.

33. Black Diaspora from Emancipation to the Present. (CLA/D) (Also History 12.) See History 12.

Second semester. Professor Castro Alves.

34. Child Labor and Education in Africa, the Caribbean, and Latin America. (D) What is child labor? What is the relationship between child labor and education? Until recently, most debates on national welfare policies and international legal codes treated education and child labor as separate topics. But, over the last several years, there has been increased attention to children's labor as a dimension in their education, and to education as a dimension in their labor. This integration has implications on the ways in which we teach and learn about at-risk children in poor countries. Should education policymakers be interested or informed about children who *do not* go to school? Should they care what students do *in addition* to attending school? This seminar seeks to explore child labor in Africa, the Caribbean and Latin America. Topics to be explored include: the complex definitions of childhood and child labor, children's rights, gender and child labor, globalization, intolerable forms of child labor, academic impact of work on children among others.

Limited to 15 students. Second semester. Mellon Visiting Professor Moyi.

36. African American Oral Traditions. (US) In sub-Saharan Africa and many places in its American diaspora, the spoken, rather than the written, is the word of power. This course examines the continuing connections between African American oral forms—like children's games, folk tales, work songs, ballads, spirituals, sermons, proverbs, the blues, signifying, scatting, storytelling and "lyin"—and written literature which incorporates and builds on them. We will read such texts as Gayl Jones's *The Healing*, James Weldon Johnson's *God's Trombones*, James Alan McPherson's *Elbow Room*, Toni Cade Bambara's *The Salt Eaters*, John Edgar Wideman's *Brothers and Keepers*, Paule Marshall's *Praisesong for the Widow*, and Brenda Marie Osbey's *All Saints: New and Selected Poems*.

Omitted 2007-08. Professor Rushing.

37. Caribbean Poetry: The Anglophone Tradition. (CLA) (Also English 52.) See English 52.

Omitted 2007-08. Professor Cobham-Sander.

38. Foundations of African American Literature. (US) (Also English 01-04). See English 01-04.

Limited to 20 students. Second semester. Professor Parham.

39. Studies in African American Literature. (US) (Also English 66.) See English 66. The topic changes each time the course is taught. In fall 2007 the topic will be "The Weary Blues: Mourning in African American Literature and Culture."

Limited to 20 students. First semester. Professor Parham.

40. Contemporary African Fiction. (A) (Also English 67.) See English 67.
First semester. Professor Rushing.

41. Latin America and the Caribbean in the Age of Revolution. (CLA) (Also History 88.) See History 88.
Limited to 15 students. First semester. Professor Castro Alves.

42. Myth, Ritual and Iconography in West Africa. (A) Through a contrastive analysis of the religious and artistic modes of expression in three West African societies—the Asanti of the Guinea Coast, and the Yoruba and Igbo peoples of Nigeria—the course will explore the nature and logic of symbols in an African cultural context. We shall address the problem of cultural symbols in terms of African conceptions of performance and the creative play of the imagination in ritual acts, masked festivals, music, dance, oral histories, and the visual arts as they provide the means through which cultural heritage and identity are transmitted and preserved, while, at the same time, being the means for innovative responses to changing social circumstances.
Second semester. Professor Abiodun.

43. Visual Arts and Orature in Africa. (A) (Also Art and Art History 38.) In the traditionally non-literate societies of Africa, verbal and visual arts constitute two systems of communication. The performance of verbal art and the display of visual art are governed by social and cultural rules. We will examine the epistemological process of understanding cultural symbols, of visualizing narratives, or proverbs, and of verbalizing sculptures or designs. Focusing on the Yoruba people of West Africa, the course will attempt to interpret the language of their verbal and visual arts and their interrelations in terms of cultural cosmologies, artistic performances, and historical changes in perception and meaning. We will explore new perspectives in the critical analysis of African verbal and visual arts, and their interdependence as they support each other through mutual references and allusions.
First semester. Professor Abiodun.

44. Issues of Gender in African Literature. (A) This course explores the ways in which issues of gender are presented by African writers and perceived by readers and critics of African writing. We will examine the insights and limitations of selected feminist, post-structural and post-colonial theories when they are applied to African texts. We will also look at the difference over time in the ways that female and male African writers have manipulated socially acceptable ideas about gender in their work. Texts will be selected from the oeuvres of established writers like Soyinka, Achebe, Ngugi and Head, as well as from more recent works by writers like Farah, Aidoo, and Dangaremba. Preference will be given to students who have completed a previous course on African literature, history, or society.
Not open to first-year students. Limited to 25 students. Omitted 2007-08. Professor Cobham-Sander.

45. African Art and the Diaspora. (D) (Also Art and Art History 70.) See Art and Art History 70.
First semester. Professor Abiodun.

46. Survey of African Art. (A) (Also Art and Art History 49.) See Art and Art History 49.
Second semester. Professor Abiodun.

47. Colonial and Post-Colonial Africa. (A) (Also History 22.) See History 22.
Second semester. Professor Redding.

48. State and Society in Africa Before the European Conquest. (A) (Also History 63.) See History 63.

Omitted 2007-08. Professor Redding.

49. Introduction to South African History. (A) (Also History 64.) See History 64.

Second semester. Professor Redding.

50. Topics in African History: Riot and Rebellion in Colonial and Post-Colonial Africa. (A) (Also History 92.) See History 92.

Admission with consent of the instructor. Limited to 20 students. First semester. Professor Redding.

52. The Social Psychology of Race. (US) (Also Psychology 44.) See Psychology 44.

Requisite: Psychology 11. Limited to 15 students. Second semester. Professor Hart.

54. Black Music and Black Poetry. (US) (Also English 15.) Music is the central art form in African American cultures. This beginning, survey course considers the relationship between poetry and music from the oral and written poetry of slavery to contemporary hip-hop. We will pay special attention to the ways poetry uses musicians as subjects and builds on such musical forms as spirituals, the blues, rhythm and blues, reggae, and jazz. The course will begin with the importance of music in the Western African cultures from which most enslaved Africans came and pay careful attention to lexicon, rhythm, refrain, pitch, tone, timbre, cadence, and call-and-response. Students will be expected to read poetry, hear it read by its creators, and listen to its musical inspirations and manifestations. We will pay special attention to such periods as the Harlem Renaissance of the 1920s, the Black Arts Movement of the 1960s and 1970s, and today's hip-hop music. We will read such poets as Langston Hughes, Sterling Brown, Michael Harper, Sonia Sanchez, Nikki Giovanni, and Brenda Marie Osbey; and hear music by classic musicians like Billie Holiday and John Coltrane and newer voices like Mos' Def, John Legend, and india.arie. Throughout the course we will focus on the relationship between artists and their audiences and the unique role of cities such as New York, Chicago, and New Orleans.

Preference given to students who have taken Black Studies 11 or a first course in English. Limited to 20 students. First semester. Professor Rushing.

57. African American History from the Slave Trade to Reconstruction. (US) (Also History 41.) This course is a survey of the history of African American men and women from the sixteenth and seventeenth centuries through the Civil War and Reconstruction. The content is a mixture of the social, cultural, and political history of blacks during two and a half centuries of slavery with the story of the black freedom struggle and its role in America's national development. Among the major topics addressed: the slave trade in its moral and economic dimensions; African retentions in African American culture; origins of racism in colonial America; how blacks used the rhetoric and reality of the American and Haitian Revolutions to their advancement; antebellum slavery; black religion and family under slavery and freedom; the free black experience in the North and South; the crises of the 1850s; the role of race and slavery in the causes, course, and consequences of the Civil War; and the meaning of emancipation and Reconstruction for blacks. Readings include historical monographs, slave narratives by men and women, and one work of fiction.

Combined enrollment limited to 50 students. Omitted 2007-08. Professor Moss.

58. African American History from Reconstruction to the Present. (US) (Also History 42.) This course is a survey of the social, cultural, and political history of African American men and women since the 1870s. Among the major topics addressed: the legacies of Reconstruction; the political and economic origins of Jim Crow; the new racism of the 1890s; black leadership and organizational strategies; the Great Migration of the World War I era; the Harlem Renaissance; the urbanization of black life and culture; the impact of the Great Depression and the New Deal; the social and military experience of World War II; the causes, course and consequences of the modern civil rights movement; the experience of blacks in the Vietnam War; and issues of race and class in the 1970s and 1980s. Readings and materials include historical monographs, fiction, and documentary films.

Combined enrollment limited to 50 students. Omitted 2007-08. Professor Moss.

59. Race, Radicalism, and African American Culture from the Depression to the Civil Rights Movement. (US) (Also History 23.) This course explores the connections between African American culture and radical politics from the 1930s to the 1960s. Leading African American cultural figures, such as Paul Robeson and Richard Wright, had complex relationships with the ideologies and movements of the radical left (i.e., communism and socialism) in the decades before and after World War II. In this course, students will examine how African American artists and intellectuals balanced adherence to class-based ideologies with a commitment to challenging racism in American society. They will also evaluate the effectiveness of the radical left in confronting racial issues in the twentieth century. Readings will include: Michael Denning, *The Cultural Front*; Martin Duberman, *Paul Robeson*; Andre Gide, Richard Wright, et al., *The God that Failed*; Bill V. Mullen, *Popular Fronts: Chicago and African-American Cultural Politics, 1935-46*; Elijah Wald, *Josh White: Society Blues*; Richard Wright, *Native Son*.

First semester. Visiting Lecturer Walker.

60. Four African American Poets Haunted by History. (US) (Also English 56.) See English 56.

Omitted 2007-08. Professor Rushing.

62. Exploring Ralph Ellison's *Invisible Man*. (US) Ralph Waldo Ellison wrote *Invisible Man* to confirm the existence of the universal in the particulars of the black American experience. The same can be said of the larger aim of this course. It will provide students with the opportunity to explore the broadest themes of Black Studies through the careful reading of a particular text. Due to its broad range of influence and reference, *Invisible Man* is one of the most appropriate books in the black tradition for this kind of attention. The course will proceed through a series of comparisons with works that influenced the literary style and the philosophical content of the novel. The first part of the course will focus on comparisons to world literature. Readings will include James Joyce, *Portrait of the Artist as a Young Man*; Sigmund Freud, *Totem and Taboo*; and H.G. Wells, *The Invisible Man*. The second part of the course will focus on comparisons to American literature. The readings in this part of the course will include Herman Melville, *The Confidence Man*; William Faulkner, "The Bear"; and some of Emerson's essays. The last part of the course will focus on comparisons with books in the black tradition. Some of the readings in this part of the course will include W.E.B. Du Bois, *Souls of Black Folk* and Booker T. Washington, *Up From Slavery*. Requires 20-25 page research paper.

Open to juniors and seniors. Limited to 15 students. Preference given to Black Studies majors. First semester. Professor Ferguson.

63. Alan Lomax and the Politics of African American Tradition. (US) (Also History 89.) Alan Lomax was the twentieth-century's most famous white collector of African American music. Lomax "discovered" such legendary performers as Huddie Ledbetter (Leadbelly) and McKinley Morganfield (Muddy Waters) and played a crucial role in popularizing African American music. Working under the auspices of the Library of Congress, Lomax traversed the back roads of the South with a recording machine and accumulated an invaluable record of African American folksongs. His legacy is complex. Lomax was a collector, a promoter, a scholar, and an activist. Through the lens of the life and work of this "songcatcher," students will explore the relationship between folk music and radical politics, the construction of racial identities in popular culture, the commodification of tradition, the uses and abuses of concepts of authenticity, the romanticization of folk culture, the dynamics of fieldwork, and the tension between tradition and modernity in twentieth-century American thought and culture. In addition, students will be encouraged to view the musicians Lomax recorded in the broader context of African American folk traditions. Readings will include: Benjamin Filene, *Romancing the Folk: Public Memory and American Roots Music*; Robert Gordon, *Can't Be Satisfied: The Life and Times of Muddy Waters*; Lawrence Levine, *Black Culture and Black Consciousness*; *Alan Lomax: Selected Writings, 1934-1997*; Alan Lomax, *The Land Where the Blues Began*; Scott Reynolds Nelson, *Steel Drivin' Man: John Henry, the Untold Story of an American Legend*; Nolan Porterfield, *Last Cavalier: The Life and Times of John A. Lomax*; Shane White and Graham White, *The Sounds of Slavery: Discovering African American History through Songs, Sermons, and Speech*; Charles Wolfe and Kip Lornell, *The Life and Legend of Leadbelly*.

Limited to 20 students. Second semester. Visiting Lecturer Walker.

64. Black Studies Seminar. (R) This seminar prepares students to conduct independent research. Although it concentrates on the field of Black Studies, it serves as a good introductory research course for all students in the humanities and social sciences regardless of major. The first part of the course will intensively introduce students to the library through a series of readings, exercises, and discussions aimed at sharpening the ability to locate information precisely and efficiently. The second part of the course will introduce research methods in three important areas of Black Studies: the arts, history, and the social sciences. Faculty members of the Black Studies Department, departmental affiliates, and visitors will join the class to present their own ongoing research, placing particular emphasis on the disciplinary methods and traditions of inquiry that guide their efforts. Also in the second part, through individual meetings with professors, students will begin developing their own research projects. The third part of the course will concentrate more fully on development of these projects through a classroom workshop. Here students will learn how to shape a topic into a research question, build a bibliography, annotate a bibliography, shape a thesis, develop an outline, and write a research proposal, or prospectus.

This class is required of Black Studies majors. It is open to non-majors with the consent of the instructor. Although Black Studies 11 and 12 are not required for admission, preference will go to those who have taken one or both of these courses. Second semester. Professors Castro Alves and Ferguson.

67. Topics in African American History: Slavery and the American Imagination. (US) (Also History 82.) See History 82.

Limited to 20 students. Omitted 2007-08. Professor Moss.

67. Topics in African American History: Race and Educational Opportunity in America. (US) (Also History 82.) See History 82.

Limited to 20 students. Omitted 2007-08. Professor Moss.

71. Race, Place and the Law. (US) (Also Law, Jurisprudence and Social Thought 05.) See Law, Jurisprudence and Social Thought 05.

First semester. Senior Lecturer Delaney.

77, 77D, 78, 78D. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 97H, 98, 98H. Special Topics.

First and second semesters. Members of the Department.

RELATED COURSE

Apartheid. See Law, Jurisprudence and Social Thought 06.

Limited to 50 students. First semester. Professor Sitze.

BRUSS SEMINAR

The Bruss Seminar is part of the Bruss Memorial Program, established in memory of Professor Elizabeth Bruss, who taught at Amherst from 1972 to 1981. Under the Program, a member of the faculty is appointed Bruss Reader for a term of two or three years, with the responsibility of addressing questions with regard to women as they emerge from existing disciplines and departments, and to promote curricular change and expansion to incorporate the study of women. The Bruss Reader does this by serving as a resource person, through revision of department offerings, and by teaching the Bruss Seminar. The subject of the seminar, therefore, changes over time reflecting the disciplines of successive Bruss Readers.

CHEMISTRY

Professors Hansen, Kushick (Chair), Leung‡, Marshall†, and O'Hara; Associate Professor Burkett*; Assistant Professors Bishop and McKinney; Visiting Assistant Professor Choucair; Academic Manager Ampiah-Bonney.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their first year. This will help in the election of a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, biomedical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11 or 15, 12, 21, 22, 44, and three of the following four courses: 30 (Biochemistry), 35 (Inorganic Chemistry), 38 (Atmospheric Chemistry), and 43 (Physical Chemistry). In addition, several of these courses require successful completion of work in other departments: Biology 19 for Chemistry 30; and Mathematics 12 and

---

*On leave 2007-08.

†On leave first semester 2007-08.

‡On leave second semester 2007-08.

Physics 16 or 23 for Chemistry 43 and 44. Students are encouraged to discuss their proposed course of study for the major with a member of the Department, as there may be years when staffing considerations preclude offering all four of the elective courses. In particular, Chemistry 35 will not be offered in 2007-08.

Departmental Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and 78D in the senior year. It is helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the junior year. However, either of these courses may be taken in the senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, can be arranged on an individual basis by the departmental advisor.

Honors candidates attend the Chemistry seminar during their junior and senior years, participating in it actively in the senior year. All Chemistry majors should attend the seminar in their senior year. At this seminar discussions of topics of current interest are conducted by staff members, visitors and students.

In the senior year an individual thesis problem is selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: inorganic and hybrid materials synthesis; design and characterization of novel catalysts; protein-nucleic acid interactions; immunochemistry; fluorescence and single-molecule spectroscopy; high resolution molecular spectroscopy of jet-cooled species; chemical-genetic characterization of cell signaling enzymes; protein phosphatase inhibitor design; biochemistry of *t*RNA modification enzymes; and atmospheric chemistry of biogenic volatile organic compounds.

Candidates submit a thesis based upon their research work. Recommendations for the various levels of Honors are made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Note on Placement: Chemistry 11 followed by Chemistry 12 are the appropriate first courses in Chemistry for most students. Those students with minimal preparation in quantitative areas will be invited to enroll in Chemistry 3 (cross-listed with Biology 3) as an entry level point. For those students with extensive high school preparation in the subject and strong quantitative skills as measured by SAT I and II (or ACT), Chemistry 15 followed by Chemistry 12 is recommended by the Department. Decisions are made on a case-by-case basis to determine whether placement out of either Chemistry 11/15 or Chemistry 12 or, less frequently, both, is appropriate. Students considering advanced placement are advised to contact the Department soon after arriving on campus.

Chemistry 10 has been designed to introduce non-science students to important concepts of Chemistry. This course may be elected by any student, but it does not satisfy the major requirements in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

03. Chemical Basis of Human Physiology. (Also Biology 03.) How does the human body work, and what are the physical laws that describe and explain body functions? We will study circulation, respiration, digestion, acid/base regulation, excretion, and reproduction, while exploring chemical concepts such as molecular structure and phase behavior that make these phenomena possible. We'll ask how these functions are regulated by the nervous system and by hormones, and we'll explore electrical and chemical communication pathways at a fundamental level. Emphasis is on using mathematics and physical sciences to understand physiological functions. Three classroom hours and three hours of laboratory per week.

Enrollment is limited to first-year students who are interested in science or premedical study, who are recommended to begin with either Mathematics 5 or Mathematics 11 (Intensive), and who are enrolled in a Mathematics course but not in Chemistry 11. Consent of instructor required. First semester. Professors S. George and O'Hara.

10. Energy and Entropy. Primarily for non-science majors, this course focuses on the concepts of energy and entropy, ideas which play a central role in understanding the universe. The course, designed for those who wish to gain an appreciation and comprehension of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study practical applications of these laws to a variety of chemical, physical and environmental phenomena. Societal implications and policy formulations will also be discussed. Our studies will include the efficiencies of energy conversion processes and alternative sources of energy. Consideration will be given to the ways in which the ideas of energy and entropy are used in literature, the arts and the social sciences. No prior college science or mathematics courses are required. Three class hours per week.

Omitted 2007-08.

11. Introductory Chemistry. This course examines the structure of matter from both a microscopic and macroscopic viewpoint. We begin with a detailed discussion of the physical structure of atoms, followed by an analysis of how the interactions between atoms lead to the formation of molecules. The relationship between the structures of molecular compounds and their properties is then described. Experiments in the laboratory provide experience in conducting quantitative chemical measurements and illustrate principles discussed in the lectures.

Although this course has no prerequisites, students with a limited background in secondary school science should confer with one of the Chemistry 11 instructors before registration. Four class hours and three hours of laboratory per week.

First semester: Professor O'Hara. Second semester: Professor McKinney.

12. Chemical Principles. The concepts of thermodynamic equilibrium and kinetic stability are studied. Beginning with the laws of thermodynamics, we will develop a quantitative understanding of the factors which determine the extent to which chemical reactions can occur before reaching equilibrium. Chemical kinetics is the study of the factors, such as temperature, concentrations, and catalysts, which determine the speeds at which chemical reactions occur. Appropriate laboratory experiments supplement the lecture material. Four class hours and three hours of laboratory work per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well-prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. First semester: Visiting Professor Choucair. Second semester: Professor Kushick.

15. Fundamental Principles of Chemistry. A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles are applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules are considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

First semester. Professor Kushick.

21. Organic Chemistry I. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, spectroscopy, stereochemistry, acid-base properties and nucleophilic substitution reactions. Periodically, examples will be chosen from recent articles in the chemical, biochemical, and biomedical literature. Laboratory work introduces the student to basic laboratory techniques and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professor Hansen.

22. Organic Chemistry II. A continuation of Chemistry 21. The second semester of the organic chemistry course first examines in considerable detail the chemistry of the carbonyl group and some classic methods of organic synthesis. The latter section of the course is devoted to a deeper exploration of a few topics, among which are the following: sugars, amino acids and proteins, advanced synthesis, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Second semester. Professor Hansen.

30. Biochemistry. (Also Biology 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Co-requisite: Chemistry 22. Anyone wishing to take the course who does not satisfy these criteria should obtain the consent of the instructor. Second semester. Professors Bishop and Williamson.

35. Inorganic Chemistry. The structure, bonding, and symmetry of transition metal-containing molecules and inorganic solids are discussed. Structure and bonding in transition metal complexes are examined through molecular orbital and ligand field theories, with an emphasis on the magnetic, spectral, and thermodynamic properties of transition metal complexes. Reactions of transition metal complexes, including the unique chemistry of organometallic compounds, will be examined. The laboratory experiments complement lecture material and include a final independent project. Three hours of class and four hours of laboratory per week.

Requisite: Chemistry 21 or consent of the instructor. Omitted 2007-08.

38. Atmospheric Chemistry. As global environmental issues such as stratospheric ozone depletion and global warming have arisen, the impact of mankind on the environment, particularly the atmosphere, has become a pressing concern for both the public and scientific communities. Addressing these large-scale and highly complex problems demands a greater scientific understanding of the earth system. In this course, students will investigate Earth's atmosphere and the chemical and physical principles that shape it. Fundamental processes that determine atmospheric composition and climate, including multistep reaction mechanisms, chemical kinetics, molecular spectroscopy, photolysis, and heterogeneous chemistry, are introduced. Specific topics treated will include atmospheric composition, structure, and motion; element cycling; the transfer of solar and longwave radiation; stratospheric composition and chemistry; tropospheric oxidation processes; air pollution; and the role of human activity in global change. Laboratory, computational, and field experiments complement the lecture material. Three hours of lecture and four hours of laboratory per week.

Requisite: Chemistry 12. First semester. Professor McKinney.

43. Physical Chemistry. The thermodynamic principles and the concepts of energy, entropy, and equilibrium introduced in Chemistry 12 will be expanded. Statistical mechanics, which connects molecular properties to thermodynamics, will be introduced. Typical applications are non-ideal gases, phase transitions, heat engines and perpetual motion, phase equilibria in multicomponent systems, properties of solutions (including those containing electrolytes or macromolecules), and transport across biological membranes. Appropriate laboratory work is provided. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 16, 23 or 32, Mathematics 12. Mathematics 13 recommended. Second semester. Professor Marshall.

44. Quantum Chemistry and Spectroscopy. The theory of quantum mechanics is developed and applied to spectroscopic experiments. Topics include the basic principles of quantum mechanics; the structure of atoms, molecules, and solids; and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be arranged. Three hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Mathematics 12, Physics 16 or 23. First semester. Professor Leung.

77, 77D, 78, 78D. Senior Departmental Honors.

Open to Senior Honors candidates, and others with consent of the Department. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. A full or half course.

Consent of the Department is required. First and second semesters. The Department.

CLASSICS (GREEK AND LATIN)

Professors Damon*, Griffiths*, and R. Sinos (Chair); Assistant Professor Rossi; Visiting Professors Bradbury and D. Sinos; Keiter Visiting Assistant Professor Trinacty; Five College Diversity Fellow Park.

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The Department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 01 may not be counted toward the major. Latin 02-16 will normally be introductory to higher courses in Latin, and Greek 12-18 will serve the same function in Greek.

---

*On leave 2007-08.

The statement of requisites given in the course descriptions below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 01, 12, 15, 18; or 01, 15, 12.

Departmental Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41 and 42 in either Greek or Latin. It will also include, beyond the eight-course program described above, the courses numbered 77 and 78. The normal expectation will be that in the senior year two courses at the 41/42 level be taken along with the 77/78 sequence. Admission to the 77 course is contingent on approval by the Department of a thesis prospectus. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the 78 course is contingent on the submission of a satisfactory chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first week of the second semester with the Department and any outside reader chosen. In addition, Honors candidates must in the first semester of their senior year write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department. The award of Honors will be determined by the quality of the candidate's work in the Senior Departmental Honors courses, thesis, and performance in the comprehensive work and language examination.

The Department will cooperate with other departments in giving combined majors with Honors.

Comprehensive Requirement. Majors in Greek, Latin, and Classics will fulfill the Department's comprehensive requirement in one of two ways.

(1) Students ordinarily complete the requirement through course work that provides a chronological survey of the cultures of the major.
  —For the Greek major, one course: Classics 23 (Greek Civilization), Classics 32 (Greek History), or Classics 34 (Archaeology of Greece).
  —For the Latin major, one course: Classics 24 (Roman Civilization), Classics 33 (Roman History), Classics 36 (Roman Archaeology), or Classics 39 (Major Roman Writers).
  —For the Classics major, two courses: one from the courses fulfilling the Greek major's requirement, and one from the courses fulfilling the Latin major's requirement.

(2) When circumstances prevent the satisfaction of this requirement through course work, students may take an examination consisting of essay questions on the literary and historical interpretation of major authors. It will be given in the fifth week of the first semester of the senior year.

Classics

21. Greek Mythology and Religion. A survey of the myths of the gods and heroes of ancient Greece. The course will examine the universal meanings that have been found in these myths and the place of the myths in the religion of their time. Three class hours per week.

Limited to 25 students. First semester. Five College Fellow Park.

23. Greek Civilization. Readings in English of Homer, Sappho, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, and Plato to trace the emergence of epic, lyric, tragedy, comedy, history, and philosophy within the context of Greek history. Three class hours per week.

Omitted 2007-08.

24. Roman Civilization. Roman civilization, in the Roman view, started with war and government, the arts instilled by the city's eponymous founder, Romulus. Second came religion, and a set of cultural values that kept the Romans recognizably Roman over the 12 centuries between founding (traditionally 753 BCE) and collapse (476 CE). The civil wars that punctuate this long history reveal the difficulty of Rome's evolution from an agrarian community to a world empire. This course examines both Rome's fundamental institutions (army, constitution, law, religion, *familia*) and those that entered in the wake of conquest, meeting either welcome (literature, philosophy, science, new gods) or suspicion (monotheistic religion, magic). Primary readings from major literary works supply the evidence: Caesar, Cicero, Juvenal, Livy, Lucan, Lucretius, Ovid, Polybius, Sallust, Tacitus, Virgil. Three class hours per week.

First semester. Professor Rossi.

31. The Athenian Empire. An intensive study of Athens in the fifth century B.C., from its rise to power in the Persian Wars through its defeat by Sparta in the Peloponnesian War. We will focus on primary sources, including the histories of Herodotus and Thucydides, the records of Athens' dealings with allies and of building programs at home, and selected works of Athenian art and literature from this period. Linked to Professor Debnar's Classics 224 at Mount Holyoke by means of videoconferencing equipment, with occasional joint meetings. Three class hours per week.

Limited to 20 students. Second semester. Professors R. Sinos and P. Debnar of Mount Holyoke College.

34. Archaeology of Greece. Excavations in Greece continue to uncover a rich variety of material remains that are altering and improving our understanding of ancient Greek life. By tracing the architecture, sculpture, and other finds from major sanctuaries, habitations, and burial places, this course will explore the ways in which archaeological evidence illuminates economic, political, philosophical, and religious developments in Greece from the Bronze Age to the Hellenistic Period. Three class hours per week.

Omitted 2007-08.

36. Roman Archaeology: Pompeii and Herculaneum. A study of the archaeological finds from the buried cities of Pompeii and Herculaneum and the ways in which those finds illuminate the lives of the ancient Romans. The course will cover urban design, public structures, houses and villas, gardens, graffiti and dipinti, papyri, sculpture, wall paintings, mosaics, and everyday objects. An economic and social context for the remains of the material culture of these cities on the Bay of Naples will be developed from readings in Roman history and Latin literature, including Cicero, Horace, Petronius, Statius, Pliny, and Juvenal. Three class hours per week.

Omitted 2007-08.

39. Major Roman Writers. Readings in the poetry and prose of five major Roman authors from the Late Republic and Early Empire: Cicero, Virgil, Horace, Ovid, and Tacitus. Texts will be read in translation. Three class hours per week.

Limited to 18 students. Omitted 2007-08.

77, 78. Senior Departmental Honors.
First and second semesters. Members of the Department.

97, 98. Special Topics.
First and second semesters. Members of the Department.

Greek

01. Introduction to the Greek Language. This course prepares students in one term to read Plato, Homer, and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 12 and then Greek 15.
First semester. Professor R. Sinos

01. Introduction to the Greek Language. This course prepares students in one term to read Homer, Plato, and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 15 and then Greek 12.
Second semester. Professor D. Sinos.

12. Greek Prose: Plato's *Apology*. An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three class hours per week.
Requisite: Greek 01 or equivalent. Second semester. Keiter Visiting Professor Trinacty.

15. An Introduction to Greek Tragedy. After a review of forms and grammar, a play will be read with emphasis on poetic diction, dramatic technique and ritual context. Additional readings in translation. Three class hours per week.
Requisite: Greek 01 or equivalent. First semester. Professor R. Sinos.

18. An Introduction to Greek Epic. The *Iliad* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three class hours per week.
Requisite: Greek 15 or its equivalent or consent of the instructor. Second semester. Professor D. Sinos.

41. Advanced Readings in Greek Literature I. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the interests and needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 2007-08 Greek 41 will read the *Odyssey*. Three class hours per week. Seminar course.
Requisite: A minimum of three courses numbered 01 to 18 or consent of the instructor. First semester. Professor D. Sinos.

42. Advanced Readings in Greek Literature II. See course description for Greek 41. In 2007-08 Greek 42 will read Plato's *Symposium*. Three class hours per week. Seminar course.
Requisite: A minimum of three courses numbered 01 to 18 or consent of the instructor. Second semester. Professor R. Sinos.

77, 78. Senior Departmental Honors.
First and second semesters. Members of the Department.

97, 98. Special Topics.
First and second semesters. Members of the Department.

Latin

01. An Introduction to Latin Language and Literature. This course prepares students to read classical Latin. No prior knowledge of Latin is required. Three class hours per week.
First semester. Professor Rossi.

02. Intermediate Latin. This course aims at establishing reading proficiency in Latin. Forms and syntax will be reviewed throughout the semester. We will read selections from Seneca's *Epistulae morales*. Three class hours per week.
Second semester. Professor Rossi.

15. Latin Literature: Catullus and the Lyric Spirit. This course will examine Catullus' poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English. Three class hours per week.
First semester. Professor D. Sinos.

16. Latin Literature in the Augustan Age. An introduction to the literature and culture of Augustan Rome through a close reading of Ovid and other authors illustrating the period. Three class hours per week.
Second semester. Professor Bradbury of Smith College.

41. Advanced Readings in Latin Literature I. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit, providing only that the topic is not the same. In 2007-08 Latin 41 will read Latin poetry. Three class hours per week. Seminar course.
Requisite: Latin 15 or 16 or consent of the instructor. First semester. Keiter Visiting Professor Trinacty.

42. Advanced Readings in Latin Literature II. See course description for Latin 41. In 2007-08 Latin 42 will read Sallust and Cicero on Catiline. Three class hours per week. Seminar course.
Requisite: Latin 15 or 16 or 41 or consent of the instructor. Second semester. Professor Rossi.

77, 78. Senior Departmental Honors.
First and second semesters. Members of the Department.

97, 98. Special Topics.
First and second semesters. Members of the Department.

RELATED COURSES

Readings in the European Tradition I. See European Studies 21.
First semester. Professor Doran.

Readings in the European Tradition II. See European Studies 22.
Second semester. Professor Rosbottom.

Ancient Philosophy. See Philosophy 17.
First semester. Visiting Professor Matthews.

COLLOQUIA

Affiliated Faculty: Mellon Visiting Assistant Professor DiSalvo; Visiting Assistant Professor Lezaun.

Colloquia are interdisciplinary courses not affiliated with a department. Whether colloquia are accepted for major credit by individual departments is determined for each colloquium separately; students should consult their major departments.

16. The American Political Tradition: Ideas and Institutions. This course will study the theoretical ideas that informed the creation and development of America's political system and consider some of the major contemporary challenges to the maintenance of American democracy. Topics to be treated include the philosophic underpinnings of the American republic, America's political institutions (such as the presidency, Congress, courts, and federalism), the place of religion in public life, the sources of contemporary American political ideologies, and the role of America in the world. There may be a dominant liberal intellectual tradition in America (in an old European sense of the term liberal), but this tradition is hardly monolithic and it has generated both serious challenges and considerable self-criticism. Our task will be to investigate this tradition, the challenges, and the self-criticism. The texts we will consider are of many kinds, including pamphlets, sermons, speeches, political essays, and judicial decisions. These will be supplemented with scholarly works.

Admission with consent of the instructor. Limited to 20 students. Omitted 2007-08. Mellon Visiting Professor DiSalvo.

17. American Presidency and Congress: Politics and Policy. A central innovation of the American Founders was the creation of a governmental structure based on a separation of powers. The Constitution does not, however, neatly divide powers and assign roles. Rather it provides for a system of "separate institutions, sharing power," which is an "invitation to struggle" over control of American policymaking. This course will analyze both the Founders' conception of the presidency and Congress, subsequent development of both institutions, and their relationship. Our focus will be on patterns of conflict and cooperation between the White House and Capitol Hill. What are the sources of conflict and the bases of cooperation between the two? What instruments does each institution have at its disposal when it confronts the other? What are the implications for how politics is conducted and the policies our government produces to address social and economic problems? On the presidency side, we will explore the executive's place in the Constitution, the informal powers of the office, and different presidents' strategies and tactics for dealing with the Congress. On the congressional side, topics to be treated include elections, the role of committees, party organization and leadership, and the power of interest groups. We will be particularly attentive to the institutional capacities that affect Congress' policymaking role. To address these questions, the course will examine both contemporary and historical cases.

First semester. Mellon Visiting Professor DiSalvo.

18. Post-Cold War American Diplomatic History. (AP, IR) This course will examine the history of American foreign relations from the fall of the Berlin Wall to the present. One class meeting per week.

Limited to 30 students. Preference given to students who have taken one of the following courses: Political Science 26, 30, History 49, 50, 51. Not open to first-year students. Second semester. Professors Levin and Machala.

19. American Diplomacy in the Middle East from the Second World War to the Iraq War. (AP, IR) This course will examine the central question of how and why, after supplanting Great Britain as the major external power in the Middle East and after defeating the effort of the Soviet Union to challenge American hegemony in the region, the United States in the post-Cold War era nonetheless came to be challenged by the states of Iraq and Iran and by a transnational and radical Islamic fundamentalism. In endeavoring to answer this question we will explore American diplomacy in the Middle East during the early Cold War by focusing on the origins of the Truman Doctrine and on the role of the United States in the birth of Israel; America's roles in the Iranian coup d'etat of 1953 and the Suez crisis of 1956 in the process of supplanting British power in the region; America's efforts to contain Soviet influence and Nasser's pan-Arabism as a prelude to America's role in the origins and aftermath of the Six Day War of 1967; the effort of the United States in the 1970s to exclude the Soviet Union and to lead a Middle East peace process culminating in the Israeli-Egyptian peace treaty of 1979; America's responses in the 1980s to the Soviet intervention in Afghanistan, to the Iranian Revolution, to the civil war and the Israeli intervention in Lebanon, and to the Iraq-Iran war; the effort of the United States in the 1990s to practice dual-containment of Iran and Iraq, in the aftermath of the Gulf War of 1990-91, and to promote Israeli-Palestinian peace through the Oslo process; and the response of the Bush Administration to the collapse of the Oslo process and to 9/11 by using military force to effect regime change in Afghanistan and Iraq and by seeking to curb the nuclear program of Iran. One class meeting per week.

Requisite: Some prior course work in American Diplomacy, World Politics, American Foreign Policy, or Middle Eastern Studies. Not open to first-year students. Limited to 40 students. Omitted 2007-08. Professors Levin and Machala.

25. Science and the Courts. This course will study the historical intersection of science and the courts in the American legal system, with particular attention to legal disputes over the distinction between "science" and "non-science." We analyze different criteria that the courts have employed to discriminate between acceptable and unacceptable forms of knowledge. We will also explore the creation of expert knowledge inside the courts: How do scientific experts produce successful demonstrations of their competence on the witness stand? We will examine some landmark judicial decisions, including the dispute over Intelligent Design, as well as sociological and ethnographic descriptions of the role of scientists and experts in the courtroom.

Limited to 40 students. First semester. Visiting Assistant Professor of Law and Science Lezaun.

28. The Folger Colloquium: Renaissance Marvels. The goal of this class is to study original, primary materials in early modern literature and art, in depth and from the perspectives of two disciplines: literary and art history. By encountering treasures of the European Renaissance—books and maps, paintings and drawings, letters and poems—in Amherst's collections, at the Metropolitan Museum in New York, and above all at the Folger Shakespeare Library in Washington, D.C., students will explore ways of looking at, understanding, and writing about these evocative rare materials in their historical and cultural context. By the end of the course, our method will be interdisciplinary, applying the same questions to the art and literature alike. The thematic focus will shift from collective social and religious ideals represented by devotional painting at the dawn of the Italian Renaissance, to the origins of the notion of creative, individual artistic expression in sixteenth-century Italian art, to the exploration of the self in English manuscript and print culture, to the effusive scientific exploration of the cosmos characteristic of late sixteenth-century Europe, and finally to the political and geographical expansionism of Elizabethan England. Our question throughout will be: How can the study of art and artifacts of the past help us understand their age and our own? Required field trips include study in New York museums, the Folger Library and the National Gallery in Washington, and attending a performance of a Shakespeare play.

Preference given to first-year students and sophomores. Limited to 15 students. Omitted 2007-08. Professors Bosman and Courtright.

34. The Politics of the New Genetics. New genetic technologies, from cloning or stem cell research to the production of genetically modified foods and novel genetic therapies, are changing our political and legal landscape. They are transforming the meaning of life and the boundaries of the human, and thus also our ideas about politics. The seminar will analyze some of the political and social implications of new genetic knowledge and novel biotechnologies. We will treat the changes these bring about as an opportunity to discuss and revisit key political categories—citizenship, property, reproduction, sovereignty, etc.—which are directly affected by advances in the life sciences. Our readings will combine sociological and legal analysis of the new genetics with some classic and contemporary texts of political philosophy.

Limited to 20 students. Second semester. Visiting Assistant Professor of Law and Science Lazaun.

36. Birth of the Avant-Garde: Modern Poetry and Culture in France and Russia, 1870-1930. Between the mid-nineteenth century and the mid-twentieth century, poetry was revolutionized both in France and in Russia: nowhere else did the avant-garde proliferate more extravagantly. This class will focus on the key period in the emergence of literary modernity that began with Symbolism and culminated with Surrealism and Constructivism.

With the advent of modernism, the poem became a "global phenomenon" that circulated among different languages and different cultures, part of a process of cross-fertilization. An increasingly hybrid genre, avant-garde poetry went beyond its own boundaries by drawing into itself prose literature, philosophy, music, and the visual and performing arts. The relation between the artistic and the literary avant-garde will be an essential concern.

We will be reading Rimbaud; the French Symbolists (Mallarmé, Laforgue, Valéry); the Russian Symbolists (Blok, Bely); Apollinaire, Dada, and the Surrealists (Breton, Eluard, Desnos, Char, Michaux); and the Russian avant-garde poets (Mayakovsky, Pasternak, Khlebnikov, Tsvetaeva).

Our study of the arts will include Symbolism (Moreau, Redon); Fauvism (Matisse, Derain, Vlaminck); Cubism, Dada, and early Surrealism (Duchamp, Ernst, Dali, Artaud); the "World of Art" movement; Primitivism and Constructivism (Goncharova, Malevich, Rodchenko, Eisenstein). Course will be taught in English. Students who read fluently in French and/or Russian will be encouraged to read the material in the original language.

First semester. Professors Ciepiela and Katsaros.

Computer Science

See Mathematics and Computer Science.

CREATIVE WRITING

Advisory Committee: Writer-in-Residence Hall (Director); Professors Ciepiela‡, Frank, Maraniss‡, and Sofield‡; Associate Professor Douglas; Senior Lecturer von Schmidt.

The Creative Writing Center offers courses in the writing of fiction, poetry, drama, non-fiction, and translation; in addition we sponsor a reading series, as well as class visits by practicing writers and editors. The work of the Center is interdisciplinary in that those who teach creative writing are drawn from various College departments.

The faculty of the Center strongly believes that creative writing should take place in the context of a liberal arts education. We also believe that students benefit from the discipline of writing from experience, real and imagined, and from submitting that writing, in small classes, to the criticism of instructors and other student writers. Because we believe that creative writing is in large part learned through creative reading, all faculty of the Center also teach courses in the reading of literature. We do not offer a major and do not invite students to formulate interdisciplinary majors in creative writing; instead we believe that the most desirable education for a writer is not a heavy concentration of writing courses, but rather a selection of such courses along with many others in literature and other subjects.

The Center does not offer courses independently: all of the courses listed below are located in various departments and count toward the major requirements of those departments. In addition to the courses listed here, students may arrange to take special topics courses with any faculty member willing to do so—including those who do not teach in the Center—and to undertake creative writing honors projects in their major departments.

Generally, pre-registration for creative writing courses is not allowed. Consult the Creative Writing web page (www.amherst.edu/~cwc) for information on admission procedures.

Writing Poetry I. See English 21.

Limited enrollment. First semester. Writer-in-Residence Hall.

Writing Poetry II. See English 22.

Limited enrollment. First semester. Writer-in-Residence Hall.

Screenwriting. See English 24.

Limited to 15 students. First semester. Visiting Lecturer Johnson.

Non-Fiction Writing. See English 25.

Limited enrollment. Second semester. Professor Townsend.

Fiction Writing I. See English 26.

Limited enrollment. First semester: Visiting Writer Chee. Second semester: Professor Frank.

Fiction Writing II. See English 28.

Limited enrollment. Second semester. Visiting Writer Chee.

Imitations. See English 29.

Limited to 15 students. Second semester. Writer-in-Residence Hall.

---

‡On leave second semester 2007-08.

Composition. See English 50.
Limited enrollment. Second semester. Senior Lecturer von Schmidt.

Writing the Novella. See English 51.
Limited to 12 students. Omitted 2007-08. Professor Frank and Mount Holyoke College Writer-in-Residence Grant.

Poetic Translation. See European Studies 24.
Limited enrollment. Omitted 2007-08.

Playwriting I. See Theater and Dance 31.
Limited to 15 students. Second semester. Playwright-in-Residence Congdon.

Playwriting Studio. See Theater and Dance 61.
Limited to 10 students. Second semester. Playwright-in-Residence Congdon.

ECONOMICS

Professors Barbezat, Nicholson, Rivkin, Westhoff, Woglom (Chair), and B. Yarbrough*; Adjunct Professor R. Yarbrough; Assistant Professors Alpanda*, Honig*, Ishii, Kingston, and Wolpaw Reyes; Visiting Professor Yeldan; Visiting Lecturer Truman.

Major Program. A major in economics comprises a sequence of courses that begins with Economics 11, a survey of current economic issues and problems and an introduction to the basic tools essential for all areas of economics. Economics 11 is a requisite for all other courses in economics, and for many courses there is no other requisite. After completing Economics 11 a student may enroll in a variety of applied courses. Students may be excused from the requirement of taking Economics 11 by demonstrating an adequate understanding of basic economic principles. Four specific ways of being excused from the Economics 11 requirement are: (1) Attaining a grade of 4 or 5 on both the macroeconomic and microeconomic portion of the Advanced Placement Exam; (2) Passing a placement exam that is given by the department typically at the beginning of each semester; (3) Attaining a grade of 6 or 7 on the higher level International Baccalaureate in Economics; (4) Attaining a grade of A on the A levels.

In addition to Economics 11, all majors must complete the sequence of core theory courses: Economics 53 or 57; 54 or 58; and 55. These courses can be taken in any order, but it is recommended that a student take Economics 53/57 or 54/58 before enrolling in Economics 55. In addition, it is not generally advisable to take more than one of the core theory courses in a given semester. The core theory courses must be completed at Amherst. In exceptional circumstances (studying abroad is not an exceptional circumstance), a student may be permitted to substitute a non-Amherst course for one of the core courses. Such exceptions are considered only if a written request is submitted to the Department Chair prior to initiating the other work.

The major is completed by taking a number of elective courses in economics and passing a comprehensive exam. Majors must take a total of nine courses in economics, which include Economics 11, the core theory courses, and at least one upper level elective numbered 60 to 76 and 79. Honors students must take a total of ten courses. Non-Amherst College courses (including courses taken abroad) may be used as elective courses. Such non-Amherst courses must be taught in an economics department, and the student must receive one full Amherst College course credit for the work. Therefore, if a student were to take five courses abroad, which included two economics courses and for which Amherst College awarded four course credits, the work done abroad would be counted as the equivalent of one elective course in economics. If only one of the five courses were an economics course, the student would not receive any elective credits. Students who transfer to Amherst and wish to receive credit towards the major requirements for previous work must obtain written permission from the Chair of the department.

---

*On leave 2007-08.

In addition to the requirements described above, majors must attain a grade of C+ or better in Economics 11 and a grade of C+ or better in Economics 53 or 57, Economics 54 or 58, or Economics 55, whichever is taken first. A student may be admitted to the major conditionally after successfully completing Economics 11 with a grade of C+ or better, but will be dropped from the major if he or she obtains a grade below C+ in the first core theory course taken. If a student fails to meet this requirement, he or she can gain admittance to the major by achieving a grade of B or higher in at least one of the remaining core theory courses.

Departmental Honors Program. To be eligible to enter the honors program, a senior (or second semester junior in an E Class) must have completed the core theory courses with an average grade of 11.00 or higher. Honors students take Economics 77, the Senior Departmental Honors Seminar, in the fall semester, and complete their honors essay under the guidance of an individual advisor in the spring semester, Economics 78. Economics 77 and 78 can both be counted as elective courses towards the major total course requirement. Students who successfully complete Economics 77 and 78 do not have to take the comprehensive exam in economics. Students who intend to enter the honors program are encouraged to take the advanced macroeconomic and microeconomic core theory courses.

Comprehensive Exam. A written comprehensive exam is given during the first week of the second semester to senior economics majors who have completed the core theory courses.

Graduate Study. Students who intend to pursue graduate study in economics are strongly advised to take additional courses in mathematics. Such students should plan on taking Mathematics 12 and 22, at a minimum, and ideally Mathematics 13 and 28 in addition.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only by second semester juniors or seniors, and only with the consent of the instructor. Other departmental courses may be taken on a Pass/Fail basis at the discretion of the instructor. Majors may not use the Pass/Fail option in a course used to satisfy a major requirement.

11. An Introduction to Economics. A study of the central problem of scarcity and of the ways in which the U.S. economic system allocates scarce resources among competing ends and apportions the goods produced among people.

Requisite for all other courses in economics. Each section limited to 25 Amherst College students.

Three hours of lecture and one hour of discussion per week. First semester: Professors Ishii, Rivkin (Course Chair), Woglom, and Yeldan.

One lecture and three hours of discussion per week. Second semester: Professors Barbezat (Course Chair), Ishii, Kingston, and Rivkin.

23. Poverty and Inequality. (Also Black Studies 16.) Highly politicized debate over the determinants of poverty and inequality and the desirability of particular government responses often obscures actual changes over time in social and economic conditions. Information on the true impact of specific government policies and the likely effects of particular reforms becomes lost amid the political rhetoric. In this course we shall first discuss the concepts of poverty, inequality, and discrimination. Next we shall examine trends over time in the poverty rate, inequality of the earnings distribution, family living arrangements, education, crime, welfare recipiency, and health. We shall focus on the U.S., but also study a small number of less developed countries. In the final section of the course, basic economic principles and the evidence from experience with existing government programs will be used to analyze the likely impacts of several policy reform proposals.

Requisite: Economics 11. Limited to 50 students. First semester. Professor Rivkin.

24. Industrial Organization. This course examines the determinants of and linkages between market structure, firm conduct, and industrial performance. Some of the questions that will be addressed include: Why do some markets have many sellers while others have only few? How and why do different market structures give rise to different prices and outputs? In what ways can firms behave strategically so as to prevent entry or induce exit of rival firms? Under what circumstances can collusion be successful? Why do firms price discriminate? Why do firms advertise? Does a competitive firm or a monopoly have a greater incentive to innovate? In answering these and other questions, the consequent implications for efficiency and public policy will also be explored.

Requisite: Economics 11. Limited to 50 students. Second semester. Professor Ishii.

25. Environmental and Natural Resource Economics. Students in this course will explore society's use of the natural environment as a component of production and consumption. The allocation of exhaustible and renewable resources and the protection of environmental quality from an economic standpoint will be examined. Public policy avenues for controlling natural resource management and the environment will also be explored. Case studies include air pollution and acid rain, depletion of the ozone layer and the greenhouse effect, the solid waste crisis, and deforestation, among others.

Requisite: Economics 11. Limited to 50 students. Omitted 2007-08.

26. Economics of Education. Investments in education benefit individuals and society in a variety of ways. Education affects the productivity of the labor force, economic growth, the earnings of individuals, social mobility, the distribution of income, and many other economic and social outcomes. In 1990 educational expenditures exceeded seven percent of the Gross Domestic Product of the United States. A sector this large and important poses a number of serious policy questions—especially since it lacks much of the competitive discipline present in profit-making sectors of the economy. Should we increase expenditures? Are resources allocated efficiently? Equitably? How should the sector be organized? Who should bear the costs of education? Which policy changes will be effective? Many of these questions are part of the national policy debate. This course will use economic principles to study these and other issues which have been central to discussions of education policy.

Requisite: Economics 11 or consent of the instructor. Limited to 50 students. Omitted 2007-08. Professor Rivkin.

28. Economic History of the United States, 1600-1860. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We begin with the colonial period and the creation of the nation and end with the Civil War and the breakdown of the Union. Throughout we provide an economic reading of the events and try to explain the conflicts and resolutions in economic terms.

Requisite: Economics 11. Limited to 35 students. First semester. Professor Barbezat.

29. Economic History of the United States, 1865-1965. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We begin with the reconstruction period after the Civil War and end with the Civil Rights Era and the War on Poverty. Throughout we provide an economic reading of the events and try to explain the conflicts and resolutions in economic terms.

Requisite: Economics 11. Limited to 35 students. Second semester. Professor Barbezat.

30. Current Issues in the United States' Economy. This course examines the contemporary economic development of the United States. Rather than starting at some time and asking "What happened next?" the course proceeds in reverse chronological order and asks "From where did this come?" Current structures, policies and problems will be analyzed and explained by unfolding the path of their sources. Among the topics covered will be the savings and loan crisis, the boom-bust of the 1980s, health care policies, foreign economic policy, as well as topics that particularly interest the group of students taking the course.

Requisite: Economics 11. Limited to 50 students. Omitted 2007-08. Professor Barbezat.

31. The Economics of the Public Sector. Public Finance examines the role that the government plays in the economy. We will discuss the role of government in the allocation of resources, including efficiency and equity arguments for government intervention, as well as economic theories of government decision making. Topics include welfare economics, the evaluation of public expenditures, and taxation. The course addresses many current public policy issues, including environmental policy, health policy, expenditure programs for the poor, social security, and tax reform.

Requisite: Economics 11. Limited to 50 students. Omitted 2007-08. Professor Reyes.

32. International Trade. This course uses microeconomic analysis to examine economic relationships among countries. Issues addressed include why nations trade, the distributional effects of trade, economic growth, factor mobility, and protectionism. Also included are discussions of the special trade-related problems of developing countries and of the history of the international trading system.

Requisite: Economics 11. Limited to 50 students. Omitted 2007-08. Professor B. Yarbrough.

33. Open-Economy Macroeconomics. This course uses macroeconomic analysis to examine economic relationships among countries. Issues addressed include foreign exchange markets, the balance of payments, and the implications of openness for the efficacy of various macroeconomic policies. Also included are discussions of the special macroeconomic problems of developing countries and of the history of the international monetary system.

Not open to students who have taken Economics 76. Requisite: Economics 11. Limited to 50 students. Omitted 2007-08. Professor B. Yarbrough.

34. Money and Economic Activity. This course studies the monetary systems that facilitate exchange. Such systems overcame the limitations of barter with commodity monies such as gold, and gradually evolved into financial intermediaries that issue paper notes and bank deposits as money. Intermediaries in markets for insurance, debt, and equity are studied too. Also, the effects of financial markets on aggregate economic activity and the level and term structure of interest rates are studied.

Not open to students who have taken Economics 63. Requisite: Economics 11. Limited to 50 students. First semester. Professor Woglom.

36. Economic Development. An introduction to the problems and experience of less-developed countries, and survey of basic theories of growth and development. Attention is given to the role of policies pursued by LDCs in stimulating their own growth and in alleviating poverty. Topics include population, education and health, industrialization and employment, foreign investment and aid, international trade strategy and exchange rate management.

Requisite: Economics 11. Limited to 50 students. First semester. Professor Kingston.

40. Health Economics and Policy. Health care poses many pressing public policy issues: Why do we spend so much on health care? Does it actually produce significantly better health? What is the appropriate role of government? Should the U.S. have a system of national health insurance? This course provides insight into these questions. We will start by assessing the important role of health care in the national economy (health care costs exceed 15% of the Gross Domestic Product of the United States) and by applying economic models to the production of health and health care. We will then study the structure of the health care market and the role of key institutions. Next, we will devote substantial time to the role of government, placing emphasis on the status of the uninsured population and on public provision of care to the disadvantaged. Finally, we will use this acquired knowledge to consider possibilities for national health care reform and to discuss the relative merits of current state reform efforts. Throughout this analysis, we will pay particular attention to the nature of health care markets, the anatomy of market failures, and the implications for current policy. Empirical results, current issues, and public policy will be discussed throughout the course.

Requisite: Economics 11. Limited to 50 students. Second semester. Professor Reyes.

53. Macroeconomics. This course develops macroeconomic models of the determinants of economic activity, inflation, unemployment, and economic growth. The models are used to analyze recent monetary and fiscal policy issues in the United States, and also to analyze the controversies separating schools of macroeconomic thought such as the New Keynesians, Monetarists and New Classicals. A student may not receive credit for both Economics 53 and Economics 57.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester: Professor Barbezat. Second semester: Visiting Professor Yeldan.

54. Microeconomics. This course develops the tools of modern microeconomic theory and notes their applications to matters of utility and demand; production functions and cost; pricing of output under perfect competition, monopoly, oligopoly, etc.; pricing of productive services; intertemporal decision-making; the economics of uncertainty; efficiency, equity, general equilibrium; externalities and public goods. A student may not receive credit for both Economics 54 and Economics 58.

Requisites: Economics 11 and Mathematics 11 or equivalent. Limited to 50 students. First semester: Professor Reyes. Second semester: Professor TBA.

55. An Introduction to Econometrics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester: Professor Westhoff. Second semester: Professor Rivkin.

57. Advanced Macroeconomics. This course covers similar material to that covered in Economics 53 but is mathematically more rigorous and moves at a more rapid pace. A student may not receive credit for both Economics 53 and Economics 57.

Requisites: Economics 11 and Mathematics 12 or equivalent, or consent of the instructor. Second semester. Professor Woglom.

58. Advanced Microeconomics. This course covers similar material to that covered in Economics 54 but is mathematically more rigorous and moves at a more rapid pace. A student may not receive credit for both Economics 54 and Economics 58.

Requisites: Economics 11 and Mathematics 13 or equivalent, or consent of the instructor. First semester. Professors Ishii and Nicholson.

60. Labor Economics. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas.

Requisite: Economics 54 or 58. Omitted 2007-08. Professor Rivkin.

63. The Economics of Finance. A study of the role of financial markets in the efficient allocation of resources. We look at how financial markets: (1) enable the transfer of resources across time and space; (2) facilitate the reduction and management of risk; and (3) provide information about the future, which is important to public policymakers as well as private firms and individuals. The financial theories studied include: (1) the theory of present discounted values; (2) the capital asset pricing model; (3) the efficient markets hypothesis; and (4) the Black-Scholes model for the pricing of contingent claims.

Requisite: Economics 54 or 58. Limited to 35 students. Second semester. Professor Woglom.

64. Evaluating Social Policy. This seminar in social policy examines a number of social programs in the United States, including Medicaid, the Earned Income Tax Credit, and Temporary Aid to Needy Families. The course will introduce you to the operation of these programs and will illustrate how economic and econometric tools can be used to evaluate them. A significant portion of the course will be devoted to careful reading and discussion of empirical research papers, including discussion of the relative merits of various empirical and econometric techniques. Students will be asked to participate actively in class discussion, to make oral presentations, to evaluate empirical data, and to write one of more papers on specific social programs. Throughout the course, we will also think broadly about the goals of social policy and the practical challenges policymakers face in designing effective policies..

Requisite: Economics 55. Limited to 20 students. Second semester. Professor Reyes.

65. Topics in Econometrics. A continuation of Economics 55 that uses statistics, general economic theory and mathematics to understand empirical relations in economics. The course introduces matrix algebra and uses it to develop a careful treatment of the multiple linear regression model and refinements. Also includes an introduction to methodological developments in econometric modeling of time series data, and extensive practice in the use of statistical packages for computation.

Requisite: Economics 55. Omitted 2007-08. Professor Alpanda.

66. Law and Economics. This course introduces students to the ways in which legal issues can be examined using the tools of economic analysis. Topics covered include: Property and contract law, accident law, family law, criminal law, financial regulation, and tax law. In all of these areas the intent is not to provide an exhaustive examination of the law, but rather to show how economic methods can contribute to an understanding of the basic issues that must be addressed by the law.

Requisite: Economics 54 or 58 or consent of the instructor. First semester. Professor Nicholson.

67. Advanced Economic Theory. This course is designed as a sequel to Economics 54, Microeconomics. The objective of the course is to provide students with a mathematically rigorous foundation in microeconomic theory. Topics may vary from year to year and will be chosen from among the following: revealed preference; relationship among demand, indirect utility, and expenditure functions; duality; profit maximization and cost minimization; uncertainty; game theory; externalities and public goods; oligopoly models; adverse selection, signaling, and screening; principal-agent problems; general equilibrium theory; computation of economic equilibria; efficiency, the core, and the second best; dynamic programming; etc.

Requisite: Economics 54 or 58. Omitted 2007-08. Professor Westhoff.

70. Seminar in International Monetary Economics. This seminar examines the process of international macroeconomic policy coordination over the past three decades, for example, to deal with the large U.S. current account deficit and associated global imbalances. We begin by considering various concepts of international economic policy coordination and the level and distribution of benefits from such activity. We will discuss the various instruments (monetary, fiscal, and exchange rate policies) and forums (IMF, G-7) of policy coordination. We will review a dozen or so episodes of actual or potential policy coordination starting with 1970 and the breakdown of the Bretton Woods regime. We will consider whether the diagnosis was right, the policy framework was agreed upon, the policy actions or inactions were appropriate, and what lessons were learned. Students will make a presentation and write a paper on one of these episodes.

Requisite: Economics 33 or 53/57 or consent of the instructor. Limited to 20 students. Second semester. Visiting Lecturer Truman.

71. Economic History Seminar. We will begin by examining contemporary growth and development models and then apply them to the sweep of global economic history over the past 300 years. The course is a seminar, so students will be assessed on their close reading and their responses to articles and books assigned in the course. Students will engage directly with economic history issues and will produce an original piece of research by the end of the course.

Requisite: Economics 53 or 57 and 54 or 58. Limited to 15 students. Omitted 2007-08. Professor Barbezat.

73. Game Theory and Applications. Game theory analyzes situations in which multiple individuals (or firms, political parties, countries) interact in a strategic manner. It has proved useful for explaining cooperation and conflict in a wide variety of strategic situations in economics, political science, and elsewhere. Such situations can include, for example, firms interacting in imperfectly competitive markets, auctions, arms races, political competition for votes, and chess. This course will provide an introduction to the tools and insights of game theory. Though mathematically rigorous, emphasis will be on applications rather than on formal theory.

Requisite: Economics 54 or 58. First semester. Professor Kingston.

75. Economic Growth. Income in the United States has increased more than tenfold over the last century, and incomes in the United States and most of Western Europe are at least 30 times higher than incomes in much of sub-Saharan Africa. This course explores what economists know about the process of economic growth that generated such outcomes. We will examine both formal theories of economic growth and the empirical literature on comparative economic growth, as well as examples of individual countries' growth experiences.

Requisite: Economics 53 or 57. First semester. Visiting Professor Yeldan.

76. Topics in Open-Economy Macroeconomics. A seminar in international macroeconomics, with an emphasis on emerging market economies. We will read and discuss empirical research papers. Topics covered will include financial globalization, banking and currency crises, exchange rate regimes, dollarization, and institutions and governance.

Requisite: Economics 33, 53 or 57. Limited to 20 students. Omitted 2007-08. Professor Honig.

77. Senior Departmental Honors Seminar. A seminar preparing senior economics majors to undertake independent research for their honors projects. Five or six topics of current interest will be studied.

Requisites: An average grade of 11.00 or higher in Economics 53/57, 54/58, and 55. First semester. Professor Reyes.

78. Senior Departmental Honors Project. Independent work under the guidance of an advisor assigned by the Department.

Requisite: Economics 77. Second semester.

79. New Institutional Economics. All economic activity is embedded in a framework of institutions including both formal laws and contracts, and informal norms and conventions. Institutions constrain individual behavior and thereby affect resource allocation, income distribution, learning, and economic growth. This course introduces recent approaches to the study of institutions in economics and political science. Particular emphasis will be placed on recent applications to economic history and development, and to theories of institutional stability and change.

Requisite: Economics 73. Admission with consent of the instructor. Second semester. Professor Kingston.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. A full course or half course.

Admission with consent of the instructor. First and second semesters.

ENGLISH

Professors Barale*, Cameron, Chickering (Chair), Cobham-Sander, Frank, Guttmann, O'Connell*, Parker†, Peterson, Pritchard‡, Rushing‡, K. Sánchez-Eppler, Sofield‡, and Townsend; Associate Professor Bosman (Director of Studies); Assistant Professor Parham; Senior Lecturer von Schmidt; Writer-in-Residence Hall; Visiting Writer Chee; Visiting Assistant Professor Hudson; Visiting Lecturer B. Sánchez-Eppler; Visiting Lecturer Knapp.

Major Program. Students majoring in English are encouraged to explore the Department's wide range of offerings in literature, film, and culture. Rather than prescribe any particular route through its curriculum, the Department helps its students develop their own interests and questions.

To this end, all students work closely with their advisor in defining an area of concentration within the many offerings in English studies. Upon declaring the major, all students must submit to the Department a *statement of concentration* which defines a field of inquiry structured around no fewer than three interrelated English courses. This statement articulates the student's understanding of how the named courses cohere in a field of concentration, along with courses in other disciplines or languages that may be related to the primary focus of the English major. In consultation with the advisor, the statement of concentration is regularly reviewed and it may be revised to accommodate shifts of emphasis in the student's curricular choices. An updated concentration statement must be signed by the advisor and submitted to the Department in order to complete a major in English.

Majoring in English also requires the completion of ten courses offered or approved by the Department. **The Department's courses are organized into four levels. Level I courses are writing-intensive courses on a variety of topics. Level II courses are creative writing courses and introductions to literary, film, and cultural studies on topics that include genres, media, discourses, terms, methods, or periods. They are primarily for first- and second-year students, but open to all. Level III comprises the bulk of the Department's offerings in film and cultural studies, individual authors, and literary history, criticism, and theory. Level IV courses are seminars for junior and senior majors emphasizing independent inquiry, critical and theoretical issues, and extensive writing. Majors are required to take at least one course each from Level I and Level II, and a Level IV seminar.**

Majors may count towards the ten required courses up to three courses in creative writing. No more than two courses not offered by members of the Department may be counted towards the major, except with the recorded permission of the student's advisor. Because English 95, Seminar in English Studies, can lead in the senior year to a tutorial project, the Department strongly urges majors to fulfill the seminar requirement during the junior year. The Department will not guarantee admission to a particular section of English 95 in the second semester of the senior year.

In addition, in the fall of the senior year, majors must pass a comprehensive examination based upon an outside reading list. The current list, along with other information and announcements about the English major, is available on the Department's web page.

---

*On leave 2007-08.
†On leave first semester 2007-08.
‡On leave second semester 2007-08.

Departmental Honors Program. The Department awards Latin honors to seniors who have achieved distinction in course work for the major and who have also demonstrated, in a submitted portfolio of critical or creative work, a capacity to excel in composition. Students qualify for Latin honors only if they have attained a B+ average in courses approved for the major; the degree *summa cum laude* usually presupposes an A average.

Unlike other Amherst departments, English has no senior honors course. While students often include in their portfolios work that they complete in the Senior Tutorial (English 87/88), enrollment in these independent study courses is not a requirement for honors consideration.

To be considered for honors a student must submit to the Department a *portfolio,* which contains normally 50 to 70 pages of writing. The materials included may derive from a variety of sources: from work completed in the Senior Tutorial course(s); from Special Topics (English 97/98), composition, and creative writing courses; from projects undertaken on the student's own initiative; or from essays composed originally for other courses in the major (these essays must be revised and accompanied by a covering statement that describes in detail the nature of the project they constitute and comments thoughtfully and extensively upon the writer's acts of interpretation and composition). The Department does not refer to the portfolio as a "thesis" because that is simply one of many forms the portfolio may take. It may be, for example, a short film or video, a collection of essays or poems or stories, a play, a mixture of forms, an exploration in education or cultural studies.

Before a student can submit a portfolio, it first must be approved by his or her designated tutor or major advisor. If the portfolio is approved, a committee of faculty examiners is then appointed. Following an interview with the student, the committee conveys its evaluation to the whole Department, which then takes into account both the portfolio and the record in the major in making its final recommendation for the level of honors in English.

Senior Tutorial. Senior English majors may apply for admission to the Senior Tutorial (English 87/88) for either one or both semesters. Preregistration is not allowed. Appropriate tutors are assigned to students whose applications have been approved. The purpose of the Senior Tutorial is to provide an opportunity for independent study to any senior major who is adequately motivated and prepared to undertake such work, whether or not he or she expects to be considered for Latin honors at graduation. Admission to English 87/88 is contingent upon the Department's judgment of the feasibility and value of the student's proposal as well as of his or her preparation and capacity to carry it through to a fruitful conclusion.

Graduate Study. Students interested in graduate work in English or related fields should discuss their plans with their advisor and other members of the Department to learn about particular programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career. Students should note that many graduate programs in English or comparative literature require reading competence in two, and in many cases three, foreign languages. Intensive language programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

LEVEL I. WRITING-INTENSIVE COURSES on a variety of topics.

01. Writing-Intensive Courses. Five sections will be offered in the first semester, 2007-08.

01. AMERICAN RENAISSANCE. A study of what might be referred to as "classical American literature" or "The Age of Emerson." The writers studied will be Emerson, Thoreau, Fuller, Hawthorne, Melville, Whitman, and Dickinson. Among the central questions asked are these: How successful were these writers in their efforts to create a distinctively American language and literature? What was their view of nature and of human nature? How did they dramatize social conflict? In what ways did they affirm or challenge traditional conceptions of gender? The course will pay close attention to the interactions of these writers with one another and will give particular emphasis to Emerson as the figure with whom the others had to come to terms.

Limited to 20 students. Professor Guttmann.

02. BIG BOOKS. This course explores the particular pleasures and interpretive problems of reading (and writing about) very long works—books so vast that any sure sense of the relation between individual part and mammoth whole may seem to elude the reader who becomes lost in a colossal imaginative world. How do we gauge, and engage with, works of disproportionate scale and encyclopedic ambition? How do we find our bearings within huge texts and who or what is our guide? In fall 2007 we shall read three famous fictional representations of a national culture undergoing crisis and transformation: Leo Tolstoy's *War and Peace*, Melville's *Moby Dick*, and Salman Rushdie's *Midnight's Children*.

Preference given to first-year students and sophomores. Limited to 15 students. Professor Peterson.

03. NOVELS, PLAYS, POEMS. A first course in reading fictional, dramatic, and lyric texts: stories, a major novel, one or more plays by Shakespeare, poems by Donne, Dickinson, Frost, and others.

Why does any writer—an Amherst College student, Philip Roth, Emily Dickinson, Shakespeare—say what he or she says one way rather than another? And what in the expression itself makes a story, a play, a poem effective, something a reader might care about, be moved or delighted by? We will try to answer these questions by reading primary examples of each genre, including much recent work, with close and sustained attention to details of expressive language. There will be frequent writing exercises.

The course will be taught in sections of 15-20 students. Preference will be given to first-year students. Professor Chickering.

04. NOVELS, PLAYS, POEMS. Same description as English 01, section 03.
Professor Pritchard.

05. NOVELS, PLAYS, POEMS. Same description as English 01, section 03.
Professor Sofield.

01. Writing-Intensive Courses. Four sections will be offered in the second semester, 2007-08.

01. REPRESENTING ILLNESS. With a focus on the skills of close reading and analytical writing, we will look at the ways in which writers imagine illness, how they try to make meaning out of illness, and how they use illness to explore other aspects of experience. This is not a course on the history of

illness or the social construction of disease. We will discuss not only what writers say about illness but also how they say it: with what language and in what form they speak the experience of bodily and mental suffering. Readings may include drama by Sophocles, Molière and Margaret Edson; poetry by Donne and Mark Doty; fiction by José Saramago and Mark Haddon; and essays by Susan Sontag, Raphael Campo and Temple Grandin.

Limited to 15 students. Professor Bosman.

02. WRITING ABOUT LITERATURE. This course offers students an opportunity to develop their analytic and writing skills. We will read a variety of literary forms—prose and poetry, novels and essays and drama—and will write frequently and at length about what we read. This semester our readings will focus on the topic of Illness. We will read such authors as Susan Sontag, Anatole Broyard, Sophocles, José Saramago, Mark Doty. Three class hours per week.

Open only to first-year and sophomore students. Limited to 12 students. Professor Frank.

03. VAMPIRES, IMMIGRANTS, NATIONS. This course acquaints students with the critical study of "entertainment" film by reading vampire films as immigration stories and by considering these films in terms of the uneven and unequal global circulation of audiovisual media. The course situates cinematic vampires within the historical and cultural context of pre-cinematic vampires, including vampires from central and eastern European folklore, vampires from western European literature and drama, as well as supernatural creatures from much older traditions, such as the Indian *vetala* and the Chinese *jiang shi*, that come to be confused with vampires through colonialism, modernity, postcolonialism, and alternative modernities. Weekly writing assignments emphasize textual analysis of film in terms of its formal properties and generic codes and conventions, whether from horror and melodrama, or from *masala* and *wuxia*, to support thematic analysis. The course ask students to consider ways that vampires function in European, North American, and Asian popular cinemas in relation to questions of cultural assimilation, racialization, nativism, nationalism, and violations of national sovereignty, such as political assassinations and vigilantism. As a counterpoint to vampire films, we will screen short films on the subject of immigrants from the early days of cinema. The course asks students to reflect upon the politics of entertainment in films from Canada, Cuba, France, Germany, Hong Kong, Italy, Japan, Mexico, Pakistan, the U.K., and the U.S.

Preference given to first-year students and sophomores. Limited to 15 students. Visiting Professor Hudson.

04. FOUNDATIONS OF AFRICAN AMERICAN LITERATURE. (Also Black Studies 38.) The focus of this introduction to African American literature is the complex intertextuality at the heart of the African American literary tradition. Tracing the tradition's major formal and thematic concerns means looking for connections between different kinds of texts: music, art, the written word, and the spoken word—and students who take this class will acquire the critical writing and interpretive skills necessary to any future study of African American literature or culture.

Limited to 20 students. Professor Parham.

02. Reading, Writing, and Teaching. Students, as part of the work of the course, each week will tutor or lead discussions among a small group of students at

Holyoke High School. The readings for the course will be essays, poems, autobiographies, and stories in which education and teaching figure centrally. Among these will be materials that focus directly on Holyoke and on one or another of the ethnic groups which have shaped its history. Students will write weekly and variously: critical essays, journal entries, ethnographies, etc. Readings for the course will include works by Sylvia Ashton-Warner, James Baldwin, Judith Ortiz Cofer, John Dewey, Jonathan Kozol, Herbert Kohl, Sarah Lightfoot, John Stuart Mill, Abraham Rodriguez, Esmeralda Santiago, and Patricia Williams. Two class meetings per week plus an additional workshop hour and a weekly morning teaching assistantship to be scheduled in Holyoke.

Limited to 20 students. First semester. Professor K. Sánchez-Eppler. Second semester: Visiting Lecturer B. Sánchez-Eppler.

LEVEL II. CREATIVE WRITING COURSES and INTRODUCTIONS TO LITERARY, FILM, AND CULTURAL STUDIES, primarily for first- and second-year students, but open to all.

04. Literary History and/as Media History. Living today in an era of rapid technological innovation, we tend to forget that print itself was once a new medium. The history of English and American literature since the Renaissance has been as much a response to the development of new material formats (scribal copying, printed play scripts, newspaper and serial publication, broadsides and ballads, "little magazines," radio, film, TV) as it has been a succession of ideal literary forms (poems, plays, and novels). This course will survey literary works from the sixteenth to the twentieth century in relation to the history of emerging media. Texts may include Renaissance sonnet sequences, Jonson's *Bartholomew Fair*, Defoe's *A Journal of the Plague Year*, selections from Johnson's *The Rambler*, Gay's *The Beggar's Opera*, Dickens' *The Pickwick Papers*, Poe's *Selected Tales*, Chesnutt's *The Conjure Woman*, Wilde's *Salomé*, selections from Pound's *The Cantos*, Bradbury's *Fahrenheit 451*, Beckett's *Krapp's Last Tape*, Kushner's *Angels in America*.

Preference given to sophomores. Second semester. Professor Parker.

05. Reading Historically. This course explores the relation between literature and history. How does fiction work to interpret and understand the past? Can literary texts serve as historical evidence, providing information about social conditions and beliefs in a particular place and time? In what ways might other sorts of historical documentation affect or amplify the reading of literature? We will address these questions through specific examples and through theoretical readings that address issues of narration, memory, and the continuance of the past. The theme changes each time the course is taught. In 2007 we will focus on American literature and in particular on writing that confronts the social "problem" of the unmarried woman. Texts will include Susanna Rowson's *Charlotte Temple*, Nathaniel Hawthorne's *The Scarlet Letter*, Harriet Jacobs' *Incidents in the Life of a Slave Girl*, Stephen Crane's *Maggie, A Girl of the Streets*, Edith Wharton's *The House of Mirth*, Toni Morrison's *Sula*, and Mei Ng's *Eating Chinese Food Naked*.

Limited to 20 students. Omitted 2007-08. Professor K. Sánchez-Eppler.

10. American Literature in the Making. Over the last 25 years literary historians and critics have completely remade the field of American literature. The important artistic contributions of women, of African Americans, of Latinos, of Asian Americans, and of Native Americans have received attention and appreciation. In many instances long-forgotten texts have been uncovered and appreciated as first-rate works of art. Neglected artists like Willa Cather and James

Weldon Johnson have been reread, re-seen. The goal of this four-semester sequence is to survey American literature from its beginnings to the present in a history that attempts to bring together what were once considered the classics with the most important of the newer additions to the body of American literature. In doing so our primary attention will be on texts of exceptional literary merit. The topic changes each time the course is taught.

01. COLONIES, EMPIRES, AND A NEW REPUBLIC. Once American literature began with the Pilgrims and Puritans, though they were latecomers among the Europeans in the Americas. In this course we will begin with the oral traditions of some of the native inhabitants and then read accounts from the European discovery and conquest, Spanish, French, and English: Columbus, Verrazano, Cartier, Cortes, Bradford, and others. Then we will read the literature of the settlers: diaries, sermons, captivity narratives, and autobiographies. In the eighteenth century we will follow the emerging literature of independence, not only that written by Anglo-Americans, but also the writings of Africans and African Americans like Olaudah Equiano. We will end the course with the literature of post-independence: novels by Charles Brockden Brown and Rebecca Rush.

Limited to 80 students. Omitted 2007-08. Professor O'Connell.

02. NINETEENTH CENTURY TO THE CIVIL WAR. The course will cover the years from 1820 to 1920. These are the years when Anglo-American literature achieved an international reputation. They are also the years of African Americans' first intense and bitter struggle for liberation, and the years when the Euro-American conquest of the Indians was completed. The second half of the century also experienced the largest immigration in the history of the country until the post-1965 period, which enabled the United States to become the greatest industrial power in the world. The literature we will read is enmeshed in all these complex events: Cooper, Sedgwick, Emerson, Thoreau, Fanny Fern, Hawthorne, Melville, Harriet Beecher Stowe, and Frederick Douglass.

Limited to 80 students. Omitted 2007-08. Professor O'Connell.

03. THE TWENTIETH CENTURY, 1900-1941. The focus in this course will be on lesser-known writers alongside the "major" figures: James Weldon Johnson, Willa Cather, Nella Larsen, Fitzgerald, Sherwood Anderson, Ernest Hemingway, Zora Neale Hurston, Langston Hughes, Edward Dahlberg, Henry Roth, Tillie Olsen, Hisaye Yamamoto, Toshio Mori, Saul Bellow, Eudora Welty, James Baldwin and others.

Limited to 80 students. Omitted 2007-08. Professor O'Connell.

04. THE TWENTIETH CENTURY, 1942-2000. This course examines briefly the literature of World War II and then turns to Saul Bellow, Norman Mailer, Bernard Malamud, Philip Roth, and Lionel Trilling, the writers who made Jewish American literature a central part of American literature. Their dominance turned out to be quite brief and for the remainder of the century a rich abundance of writing appears, some of which can be labeled ethnically (American Indian, African American, Asian American, Latino), but what stands out is a range of imaginations and styles. Among the other writers we will read: James Baldwin, Toni Morrison, N. Scott Momaday, Maxine Hong Kingston, Chang-Rae Lee, Gloria Anzaldua, Anne Tyler, and Jane Smiley.

Limited to 80 students. Omitted 2007-08. Professor O'Connell.

12. Reading Poetry. A first course in the critical reading of twelve English, Irish, and American poets: Donne, Herbert, Milton, Pope, Wordsworth, Tennyson, Dickinson, Frost, Eliot, Bishop, Larkin, and Heaney. Attention will be given to the careers of the poets, as well as to individual poems. Both poems and poets will be read in the light of two principal contexts: (1) The cultural moments in which poets write their poems, and (2) The continuing history of poetic style, as each writer responds to his or her predecessors. There will be a final paper on a book published recently.

Limited to 35 students. Second semester. Professor Chickering.

13. Reading Popular Culture. (Also Women's and Gender Studies 28.) The purpose of this class is to learn how to use theoretical and primary texts to critique and write about contemporary popular culture: movies, television, radio and the media. The topic changes each time the course is taught. The topic in spring 2007 was "girl power," the pop-culture term for what is better understood as "postfeminism." Instances of girl power are characterized by their emphases on female protagonists who fight, speak, and enter intimate relationships on their own, sometimes angry, terms. The 1990s saw a dramatic transformation in the representation of women's relationships to their own sense of power. But has this rising phenomenon of "women who kick ass" come at a cost? Are these representations simply appropriations of what has been generally construed as "male power," or are they genuine reassessments of the relationship between gender, power, and the individual?

Limited to 20 students. Omitted 2007-08. Professor Parham.

14. Reading Fiction. A first course in the reading and criticism of fiction, with emphasis on the comic. Novels and stories by such writers as Jane Austen, Dickens, George Eliot, Henry James; lesser-known books and writers from this century, mainly from England and America. Attention centered on matters of technique and on different kinds of literary value. Three class hours per week.

Limited to 35 students. Omitted 2007-08. Professor Pritchard.

15. Black Music and Black Poetry. (Also Black Studies 54.) See Black Studies 54.

First semester. Professor Rushing.

16. Coming to Terms: Cinema. An introduction to cinema studies through consideration of a few critical and descriptive terms together with a selection of various films (historical and contemporary, foreign and American) for illustration and discussion. The terms for discussion will include, among others: *the moving image, montage, mise en scène, sound, genre, authorship, the gaze.*

Recommended requisite: English 19 or another college-level film course. First semester. Professor Cameron.

18. Coming to Terms: Literature. An introduction to contemporary literary studies through the analysis of a variety of critical terms, a range of literary examples, and the relations between and among them. The terms considered in fall 2007 will include lyric, narrative, author, translation, and autobiography.

Preference given to sophomores. First semester. Professor Bosman.

19. Film and Writing. A first course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading and writing. Frequent short papers. Two 90-minute class meetings and two screenings per week.

Limited enrollment. Second semester. Senior Lecturer von Schmidt.

21. Writing Poetry I. A first workshop in the writing of poetry. Class members will read and discuss each others' work and will study the elements of prosody: the line, stanza forms, meter, free verse, and more. Open to anyone interested in writing poetry and learning about the rudiments of craft. Writing exercises weekly.

Limited enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester. Writer-in-Residence Hall.

22. Writing Poetry II. A second, advanced workshop for practicing poets. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: English 21 or the equivalent. Limited enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester. Writer-in-Residence Hall.

24. Screenwriting. This course is a first workshop in narrative screenplay writing. The "screenplay" is a unique and ephemeral form that exists as a blueprint for something else—a finished film. How do you convey this audio-visual medium (movies) on the page? In order to do that, the screenwriter must have some sense of what the "language of film" is, as well as some sense of what kinds of stories movies—as opposed to novels, plays, or short stories—tell well. This course will try to analyze both the language of film and the shape of film stories, as a means toward teaching the craft of screenwriting. Frequent exercises, readings, and screenings.

Limited to 15 students. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester. Visiting Lecturer Johnson.

25. Non-Fiction Writing. We will study writers' renderings of their own experiences (memoirs) and their analyses of society and its institutions (cultural criticism). Workshop format, with discussion of texts and of students' experiments in the genre. Students must submit examples of their writing to the English office. Three class hours per week.

Limited enrollment. Second semester. Professor Townsend.

26. Fiction Writing I. A first course in writing fiction. Emphasis will be on experimentation as well as on developing skill and craft. Workshop (discussion) format.

Limited enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester: Visiting Writer Chee. Second semester: Professor Frank.

28. Fiction Writing II. An advanced level fiction class. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: Completion of a previous course in creative writing. Limited enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. Second semester. Visiting Writer Chee.

29. Imitations. A poetry writing course, but with a strong emphasis on reading. Students will closely examine the work of various poets and periods, then attempt to write plausible imitations of their own, all by way of learning about poetry from the inside, as it were.

Limited to 15 students. Second semester. Writer-in-Residence Hall.

LEVEL III. COURSES IN FILM AND CULTURAL STUDIES, INDIVIDUAL AUTHORS, AND LITERARY HISTORY, CRITICISM, AND THEORY, open to all, except those that list prerequisites.

30. Chaucer: An Introduction. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. A knowledge of Modern English grammar and its nomenclature, or a similar knowledge of another language, will be helpful. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor, irony and lyricism. We will read *The Parliament of Fowls, Troilus and Criseyde*, and some shorter poems. Three class hours per week.

First semester. Professor Chickering.

31. Chaucer: *The Canterbury Tales.* The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his poetry. No prior knowledge of Middle English is expected. A knowledge of Modern English grammar and its nomenclature, or a similar knowledge of another language, will be helpful. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor, irony, and his narrative and dramatic gifts. We will read all of the poetic *Tales* and excerpts from the two prose *Tales*. Three class hours per week.

Second semester. Professor Chickering.

34. Renaissance Drama: The Places of Performance. The course surveys multiple forms of drama and spectacle in Renaissance England with special attention to the cultural articulation of space. We will consider the relation of a range of texts to their real and imagined performance sites—public theatres like the Globe as well as private playhouses, castles, fairgrounds, taverns, and the streets of London—asking what impact these places had on the dramas themselves, on their representation of public and private worlds, and on the social and political role of theatre in society at large. Reading will include works by Marlowe, Shakespeare, Jonson, Heywood, Middleton and Rowley, and Milton.

Recommended requisite: A previous course in Shakespeare or Renaissance literature. First semester. Professor Bosman.

35. Shakespeare. Readings in the comedies, histories, and tragedies, including *A Midsummer Night's Dream, I Henry IV, As You Like It, Hamlet, King Lear, Antony and Cleopatra*, and *The Tempest*. Two class meetings per week.

Limited to 50 students. Omitted 2007-08. Professor Sofield.

36. Shakespeare. An exploration of selected comedies, histories, and tragedies, with attention to the problem of genre. We will study Shakespeare on page and stage, and from his time to our own. Two class meetings per week.

Limited to 50 students. Second semester. Professor Bosman.

37. The English Novel and Colonialism. This course will focus on how English novelists have represented colonialism in India, Africa, and the Caribbean, and how colonialism has, in turn, shaped the novel form. We will also give attention to how contemporary authors represent those same colonial projects today. The question to which we will continually return: How can we continue to find pleasure in works whose very production is tied into regimes of domination and oppression? Authors we may consider include Maria Edgeworth, Jane Austen, Charlotte Brontë, Rudyard Kipling, J.M. Coetzee and Edward Said. Two class meetings per week.

Omitted 2007-08. Professors Frank and Parham.

38. Major English Writers I. Readings in the poetry and prose of six classic figures from the seventeenth and eighteenth centuries: Ben Jonson, Milton, Dryden, Pope, Swift, Samuel Johnson. Attention given to other writers from the *Norton Anthology of English Literature*, Vol. 1. Three class meetings per week.

Open to first-year students with consent of the instructor. First semester. Professor Pritchard.

39. Major English Writers II: Romantics. Readings in poets and prose writers from the late eighteenth and early nineteenth centuries: Blake, Wordsworth, Coleridge, Byron, the Shelleys, and Keats, with emphasis on Wordsworth and Keats.

Omitted 2007-08. Professor Townsend.

40. Victorian Novel I. A selection of mid-nineteenth-century English novels approached from various critical, historical, and theoretical perspectives. In spring 2005 the course focused on novels written around 1848, among them Disraeli's *Sybil*, Gaskell's *Mary Barton*, E. Brontë's *Wuthering Heights*, Dickens' *Dombey and Son*, Trollope's *Barchester Towers*, and Eliot's *Adam Bede*.

Omitted 2007-08. Professor Parker.

41. Victorian Novel II. A selection of late-nineteenth-century British novels approached from a variety of critical, historical, and theoretical perspectives.

Second semester. Professor Parker.

42. The Politics of the Gothic in the English Novel. If the English novel of the eighteenth and nineteenth centuries typically ends in marriage, in novels with gothic elements, a course of terror must first be endured. This course considers the structural and ideological role of the gothic in a range of novels about marriage from this period, using Foucault's work on torture and discipline as a guiding framework. Novels include Ann Radcliffe, *The Italian*, "Monk" Lewis, *The Monk*, Jane Austen, *Northanger Abbey*, Charlotte Brontë, *Villette*, Wilkie Collins, *The Woman in White*, and Bram Stoker, *Dracula*. Two class meetings per week.

Omitted 2007-08. Professor Frank.

43. Modern British Literature, 1900-1950. Readings in twentieth-century writers such as Henry James, Bernard Shaw, Joseph Conrad, D.H. Lawrence, Wyndham Lewis, Ford Madox Ford, Virginia Woolf, Evelyn Waugh, W.H. Auden, Robert Graves, George Orwell, Ivy Compton-Burnett, and Anthony Powell. Three class hours per week.

Not open to first-year students. Omitted 2007-08. Professor Pritchard.

45. Modern British and American Poetry, 1900-1950. Readings and discussions centering on the work of Thomas Hardy, W.B. Yeats, T.S. Eliot, Robert Frost, and Wallace Stevens. Some attention also to A.E. Housman, Edward Thomas, Ezra Pound, and William Carlos Williams.

Not open to first-year students. Omitted 2007-08. Professor Pritchard.

46. Poetry 1950-2005. Readings and discussion. The syllabus will include poets from the English-speaking world: Bishop, Lowell, Jarrell, Wilbur, Larkin, Hecht, Merrill, Hill, Clampitt, Walcott, Heaney, and others. The course will conclude with a substantial paper on a book published in 2005 or 2006. Two class meetings per week.

Omitted 2007-08. Professor Sofield.

48. Dangerous Reading: The Eighteenth-Century Novel in England and France. (Also European Studies 36 and French 62.) See European Studies 36.

First semester. Professors Frank and Rosbottom.

49. The Moral Essay. The moral essay is a genre situated somewhere between literature and philosophy, between stories and sermons. "The essay interests itself in the narration of ideas," one critic writes, "in their unfolding." The moral essay is not about morals *per se* but about manners, about the way people live—and die. We will read essays by Montaigne, Bacon, Emerson, and Simone Weil.

First semester. Professor Townsend.

50. Composition. Organizing and expressing one's intellectual and social experience. Twice weekly writing assignments: a sketch or short essay of self-definition in relation to others, using language in a particular way—for example, as spectator of, witness to, or participant in, a situation. These short essays serve as preparation for a final, more extended, autobiographical essay assessing the student's own intellectual growth.

Open to juniors and seniors. Limited enrollment. Second semester. Senior Lecturer von Schmidt.

51. Writing the Novella. (Also English 309-01 at Mount Holyoke College.) An advanced writing workshop devoted to the reading and writing of novellas. We will study such novellas as Tolstoy's *The Death of Ivan Ilyich*, Jane Smiley's *The Age of Grief*, Saul Bellow's *Seize the Day*, and William Gass's *The Pedersen Kid*, in order to get a sense of the parameters and scope of this in-between form. Students will write up to ten pages per week with the aim of composing and revising a work of 70-80 pages by the end of the semester.

Requisite: A previous fiction-writing workshop. Limited to 12 students. Admission with consent of the instructors. Omitted 2007-08. Professor Frank of Amherst College and Writer-in-Residence Grant of Mount Holyoke College.

52. Caribbean Poetry: The Anglophone Tradition. (Also Black Studies 37.) A survey of the work of Anglophone Caribbean poets, alongside readings about the political, cultural and aesthetic traditions that have influenced their work. Readings will include longer cycles of poems by Derek Walcott and Edward Kamau Brathwaite; dialect and neoclassical poetry from the colonial period, as well as more recent poetry by women writers and performance ("dub") poets.

Omitted 2007-08. Professor Cobham-Sander.

53. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended "confessional" narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an "abnormal" voice and to experiment with a "mad monologue." The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts. Three class hours per week.

Open to juniors and seniors and to sophomores with consent of the instructor. Requisite: Several previous courses in literature and/or psychology. Omitted 2007-08. Professor Peterson.

54. "The Linguistic Turn": Language, Literature and Philosophy. "The Linguistic Turn" is a first course in literary and cultural theory. Though it will devote some early attention to the principles and methods of linguistic analysis, this class is not conceived as an introduction to linguistics *per se*. We will be asking, instead, much broader questions about the nature of "language," among them whether there is such a thing, and, if so, why it has come to define for us the nature of our contemporaneity.

Open to juniors and seniors. Omitted 2007-08. Professor Parker.

55. Childhood in African and Caribbean Literature. (Also Black Studies 29.) The course will concentrate on Caribbean authors. It explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. We will examine the authors' various methods of ordering experience through the choice of literary form and narrative technique, as well as the child/author's perception of his or her society. French texts will be read in translation.

Open to first-year students with consent of the instructor. First semester. Professor Cobham-Sander.

56. Four African American Poets Haunted by History. (Also Black Studies 60.) Some of the stellar African American poets seem "haunted" by various versions of personal, local, cultural, national, and international history. This course focuses on the ways four poets display their particular relationship to history. Poets vary from semester to semester and include such figures as Lucille Clifton, Michael Harper, Robert Hayden, Audre Lorde, Brenda Marie Osbey, Melvin Tolson, and Jay Wright. The writers are usually formalists and employ long forms of poetry. We will concentrate on close reading, contextualize the poetry, pay attention to literary criticism and literary theory, and study the poets' manifestations of inter-textuality.

Omitted 2007-08. Professor Rushing.

57. Topics in Literary Theory. The topic changes each time the course is taught. In fall 2005 the topic was "Marxism and Psychoanalysis." An introduction to writings by Karl Marx and Sigmund Freud that, in their radical understandings of unconscious motivation, revolutionized the interpretation of art and literature. In addition to classic texts by Marx and Freud, we will be reading works by their followers along with novels by Balzac, James and others to assess the possibilities and limits of materialist and psychoanalytic criticisms.

Recommended requisite: A previous course in literary or cultural theory. Omitted 2007-08. Professor Parker.

58. Modern Short Story Sequences. Although little studied as a separate literary form, the book of interlinked short stories is a prominent form of modern fiction. This course will examine a variety of these compositions in an attempt to understand how they achieve their coherence and what kinds of "larger story" they tell through the unfolding sequence of separate narratives. Works likely to be considered include Hemingway's *In Our Time*, Joyce's *Dubliners*, Sherwood Anderson's *Winesburg, Ohio*, Jean Toomer's *Cane*, Eudora Welty's *The Golden Apples*, Alice Munro's *The Beggar Maid*, Tim O'Brien's *The Things They Carried*, Raymond Carver's *Cathedral*. The course concludes with a significant independent project on a chosen modern (or contemporary) example of the form and its relation to preceding works.

Preference given to junior and senior English majors. Limited to 15 students. Second semester. Professor Peterson.

60. Sexuality and History in the Contemporary Novel. A study of American and British gay and lesbian novelists, from 1990 to the present, who have written historical novels. We will examine such topics as the kinds of expressive and ideological possibilities the historical novel offers gay and lesbian novelists, the representation of sexuality in narratives that take place before Stonewall, and the way these authors position queer lives in history. Novelists include Sarah Waters, Emma Donoghue, Jeanette Winterson, Leslie Feinberg, Alan Hollinghurst, Colm Tóibín, and Michael Cunningham.

First semester. Professor Frank.

61. Studies in American Literature. The topic changes each time the course is taught.

Omitted 2007-08.

62. Studies in Nineteenth-Century American Literature. This course will regularly examine, from different historical and theoretical stances, the literary and cultural scene in nineteenth-century America. The goal of the course is to formulate new questions and possibilities for investigating the history and literature of the United States. The topic changes each time the course is taught.

Recommended requisite: English 61. Not open to first-year students. Omitted 2007-08.

64. Realism and Modernism. A study of the emergence of literary realism and its transformation into the "naturalistic" novels and the experimental fictions of the early twentieth century. Readings from the work of Howells, James, Twain, Crane, Dreiser, Chopin, Stein, Hemingway, Toomer, Larsen, and Faulkner. Three class hours per week.

Omitted 2007-08. Professor Townsend.

66. Studies in African American Literature. (Also Black Studies 39.) The topic changes each time the course is taught. In fall 2007 the topic will be "The Weary Blues: Mourning in African American Literature and Culture." As a population generally familiar with the facts of living too hard and dying too soon, how have African Americans used their literary and cultural traditions to memorialize—to articulate and often to work through conditions of pain and loss? Using a variety of literary and cultural texts, including RIP murals, poetry, and music, this semester's topic examines the various ways African Americans express and aestheticize loss; how mourning often works as a foundation for militancy; and, most importantly, how loss is often recuperated through ideologies of art, love, and memory.

Limited to 20 students. First semester. Professor Parham.

67. Contemporary African Fiction. (Also Black Studies 40.) The best known African novel is Nigerian Chinua Achebe's masterful *Things Fall Apart* (1958) with its depiction of the tragic collision between a "traditional" African society and the colonizing power of Great Britain. As dozens of African countries gained political independence from their European colonizers, the next generation of novels presented renditions of post-colonial Africa. The novels for this course depart from both those categories. We will focus on writers from such English-speaking countries as Nigeria, Somalia, South Africa, and Zimbabwe. Although we will consider political and cultural contexts, we will concentrate our attention on the stories the novels tell, the strategies their authors use to tell them, and their use of language.

First semester. Professor Rushing.

68. Democracy and Education. The focus of the course will be on education within the United States. From the earliest days of the new republic Americans have linked the prospects of democracy with the quality and extent of educational opportunity. Two fundamental and contradictory questions, however, have shaped nearly every controversy: (1) Should education be a competitive system to establish and legitimate a hierarchy of merit? or (2) Should schools focus on the fullest development of each student so as to enable her or him to participate equally in a democratic society by contributing from her or his individual gifts and differences? Finally, another key and virtually silent assumption has shaped these debates: that schools are the primary generators of equality or inequality. One might argue that this assumption has functioned to help Americans evade greater and more substantial sources of inequality such as the corporate order, housing, access to medical care, and many others.

The course will not seek to resolve these questions, but to explore how the different assumptions involved structure what can be taught and learned and by whom. The texts for the course will range across a number of disciplines: philosophy, cognitive psychology, literature, sociology, and political science and theory. John Dewey's *Democracy and Education* will be the framing text. Each student, in addition to the usual classroom work at Amherst, will undertake a placement in local schools for three to four hours weekly observing as many aspects as possible of the culture of a school. Two class meetings per week.

Requisite: English 02 or an equivalent course. Limited to 20 students. Omitted 2007-08. Professor O'Connell.

69. Racial Passing in Literature and Film. Is race "natural" or "cultural"? This question has persisted through centuries of American writing, and often finds its most interesting meditations in books and films that deal with "passing." Texts about passing, about people who can successfully pass themselves off as of a different race, form an important subgenre of American culture because they force us to question what really is at the heart of the thing we call race. If race signifies a "real" difference, how could there be such a thing as passing? But at the same time, if race is "only" a construction, why, as many of the texts we will examine show, is passing so often characterized as a certain kind of crime, if not a crime against nature? Passing texts reveal a fundamental ambivalence about race in America, and it is in the interest of understanding this ambivalence that we will explore a range of literary and cultural texts, including novels by Charles Chestnutt, Jessie Fauset, and William Faulkner, the two film versions of *Imitation of Life* and Eddie Murphy's *Saturday Night Live* skit, "White Like Me."

Omitted 2007-08. Professor Parham.

70. African American Autobiographies: A Survey. (Also Black Studies 26.) See Black Studies 26.

Omitted 2007-08. Professor Rushing.

71. Written in English: An Introduction to Postcolonial Literature. This seminar is an introduction to what is generally known as postcolonial literature—literature written by the inhabitants of countries formerly colonized by other, often European, nations. In fall 2006 we mainly focused on former members of the British Empire, on literary works that, despite originating in very different geographies, nonetheless share a language. Beginning with the idea that texts written in English can come from many places in the world, we will then look for other kinds of similarities, namely questions of power, identity, and loss. We will also pay particular attention to the kinds of literary and cultural representations of "history and its futures" that are the hallmarks of postcolonial literature. Some of the texts we may encounter this semester include novels like Rhys' *Wide Sargasso Sea* (Dominica), Armah's *The Beautyful Ones are Not Yet Born* (Ghana), and Sidhwa's *Cracking India* (Pakistan); films like Gibson's *Braveheart* (U.S./Scotland) and Law's *The Floating Life* (Hong Kong/Australia); and Friel's short play, *Translations* (Ireland).

Limited to 15 students. Omitted 2007-08. Professor Parham.

73. "This New Yet Unapproachable America": A Survey of Asian American Writing. Emerson's phrase speaks, as fully now as when he wrote it, to the constant remaking of American literature and culture by the coming together in the United States of many different peoples. It also indicates how integral a part of American literature Asian American writing necessarily is. Only recently, however, have scholars and critics begun to discover and write about Asian American literature. This body of writing is extensive, rich, and diverse. Somewhat problematically, the term "Asian American" gathers under one heading the substantially different histories of people originally from many parts of the continent. The primary aim of the course is to introduce students to the range and abundance and quality of Asian American writing from the poems in Chinese left on the walls at Angel Island to the postmodern stories of Jessica Hagedorn.

Not open to first-year students. Recommended: English 61. Omitted 2007-08. Professor O'Connell.

74. The Graphic Novel. This is a course in the reading of the contemporary graphic novel, a form with a voice made from the juxtaposition of visual art and text. Readings will focus on the unique demands this voice places on the reader, the writer/artist and the story as well as how a form first known for pulp science fiction and melodrama now tells stories about war, illness, censorship, terrorism, immigrant experiences and sexual identity. We will read Max Ernst, Frank Miller, Art Spiegelman, David Wojnarowicz, Kazuo Koike, David B., Guy Delisle, Joann Sfar, Jaime and Gilbert Hernandez, Marjane Satrapi, Alison Bechdel, and Eugene Yang. All French and Japanese work will be read in translation. Two class meetings per week.

Admission with consent of the instructor. Limited to 15 students. Preference given to junior and senior English majors. Second semester. Visiting Writer Chee.

76. Old English and *Beowulf*. This course has as its first goal the rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poems, such as *The Wanderer* and *The Battle of Maldon*, will be read in the original, with emphasis on literary appreciation as well as linguistic analysis. After that, our objectives will be an appreciation of *Beowulf* in the original, through the use of the instructor's dual-language edition, and an understanding of the major issues in interpreting the poem. Students will declaim verses and write short critical papers. Three class hours per week.

Open to first-year students with consent of the instructor. Omitted 2007-08. Professor Chickering.

82. Production Workshop in the Moving Image. The topic changes each time the course is taught. In fall 2007 the topic will be "Video Art: Beginning Video Production." This course involves both an introduction to the history and contemporary practice of experimental video and video art, as well as the acquisition of the technical and conceptual skills to complete inspired individual video projects. Students will be engaged in screenings and discussion, class exercises, and video assignments, and will produce three to four (short) individual video projects. Projects are designed to develop basic technical proficiency in the video medium as well as practical skills for the completion of the video projects. This is a beginning course that will cover the basics of shooting, lighting, audio, and digital editing in the context of the above themes.

Admission with consent of the instructor. Limited to 12 students. Please complete the questionnaire at http://www.amherst.edu/~english/events/questionnaire.html. First semester. Visiting Lecturer Knapp of Smith College.

83. The Non-Fiction Film. The study of a range of non-fiction films, including (but not limited to) the "documentary," ethnographic film, autobiographical film, the film essay. Will include the work of Eisenstein, Vertov, Ivens, Franju, Ophüls, Leacock, Kopple, Gardner, Herzog, Chopra, Citron, Wiseman, Blank, Apted, Marker, Morris, Joslin, Riggs, McElwee. Two film programs weekly. Readings will focus on issues of representation, of "truth" in documentary, and the ethical issues raised by the films.

Limited to 25 students. First semester. Senior Lecturer von Schmidt.

84. Topics in Film Study. The topic changes each time the course is taught. In fall 2007 the topic will be "Cinema and New Media." Like television before it, new media is often considered the death knell to cinema. This course complicates such assumptions, focusing on understanding and writing about ways that new and old technologies converge. Students will consider key issues relating to social, philosophical, legal, geopolitical, economic, and aesthetic implications of new media on cinema. New media transforms production through high definition video (HDV) and computer-generated imagery (CGI) in commercial, avant-garde, and amateur film, video, and animation. New media also transforms distribution, exhibition, and reception though broadband, multimedia compression formats, and the Internet. The course examines media fandom and political activism through online fic and role-playing games, wikis, blogs and vlogs, machinima, and virtual worlds. More significantly, the course asks questions about access to technologies "in real life" (IRL) through readings and documentaries on the digital divide and racial ravine both in U.S. classrooms and in sub-Saharan Africa, as well as questions on piracy, file sharing, and copyright. The course explores the interface of technology and the environment in its broadest definition, such as virtual migrations in information technologies (IT) and business processing outsourcing (BPO) industries in India, state control of user access to content within the so-called borderless frontier of the Internet, and digital mobilizations for environmentalism and human rights. Weekly screenings and in-class streamings explore new media as a theme in commercial narrative filmmaking, as in *The Matrix* or *The Blair Witch Project*, and as a practice, as in hacking, culture poaching and jamming, clip culture, and tactical media.

A previous course in film studies or media studies is recommended. First semester. Visiting Professor Hudson.

84. Topics in Film Study. Two topics will be offered in the second semester, 2007-08.

01. FIVE CONTEMPORARY FILMMAKERS. The course will study, in some depth, the work and situation of several critically admired contemporary filmmakers, each of whom might be described as a distinctive stylist of the medium, even as each has no less distinctive roots in their native culture. We will ask in what ways their filmmaking style negotiates between their national and cultural roots and the expectations of a worldwide audience. To be considered will be the work of Wong Kar-Wai (Hong Kong), Hou Hsiao-hsien (Taiwan), Abbas Kiarostami (Iran), Pedro Almodóvar (Spain), and either Claire Denis (France) or Michael Haneke (Austria). Two class meetings and two screenings per week.

Professor Cameron.

02. FILM THEORY AND CRITICISM. This course provides a survey of theoretical and critical approaches to analysis of film and video with an emphasis on the historical and cultural context in which these approaches emerge,

examining selections from classical, grand, contemporary, and non-western film theory and criticism. This course begins with readings that frame early debates on medium specificity, film's ability to capture and construct both reality and illusions, psychological and philosophical implications of the new medium, and theorizations of key filmic practices (editing, close-up, deep focus), structuralist-inflected and semiotic approaches to film genres and film stars, and neo-romantic and nationalist auteur approaches. After examining classical and grand theory approaches, the course will turn toward interventions, elaborations, and corrections to these theories and approaches made by postcolonial feminisms, Third Cinema, postmodernism and alternative modernities, subaltern studies, ethnic and whiteness studies, reception and audience studies, queer theory, cultural studies, and new media theory. The course concludes with a comparison of theorizations of visual relays in Hollywood, Hindi, Chinese, and Iranian cinemas in order to recognize that film theory and criticism, like film itself, are culturally and historically constructed.

Requisite: A prior film studies course, preferably a solid introduction to basic cinematic terms, such a cinematography, editing, *mise en scène*, and sound. Visiting Professor Hudson.

85. Proust. To be taught in 2007-08 as English 95, section 01.

Recommended requisite: Prior study in nineteenth- or early twentieth-century English or French novel. Not recommended for first-year students. Second semester. Professor Cameron.

86. James Joyce. Readings in *Dubliners, A Portrait of the Artist as a Young Man, Ulysses,* and some portions of *Finnegans Wake.* Two class meetings per week.

Not open to first-year students. Omitted 2007-08. Professor Cameron.

87. Senior Tutorial. Open to senior English majors who wish to pursue a self-defined project in reading and writing. Students intending to elect this course must submit to the Department a five-page description and rationale for the proposed independent study by the end of the first week of classes in the first semester of their senior year. Those who propose projects in fiction, verse, playwriting, or autobiography must submit a substantial sample of work in the appropriate mode; students wishing to undertake critical projects must include a tentative bibliography with their proposal.

Admission with consent of the Department. Preregistration is not allowed. First or second semester.

87D, 88D. Senior Tutorial. This form of the regular course in independent work for seniors will be approved only in exceptional circumstances.

First and second semesters.

88. Senior Tutorial. Students intending to continue independent work begun in English 87 are required to submit, by the end of the first week of classes, a five-page prospectus describing in detail the shape of the intended project along with a substantial writing sample from the work completed in English 87. Students beginning a new project who wish to apply for English 88 must submit, by the end of the first week of classes, a five-page description and rationale for the proposed independent study. Those who propose projects in fiction, verse, playwriting, or autobiography must submit a substantial sample of work in the appropriate mode; students wishing to undertake critical projects must include a tentative bibliography with their proposal.

Admission with consent of the Department. Preregistration is not allowed. First or second semester.

89. Production Seminar in the Moving Image. This is an advanced production/theory course for video students interested in developing and strengthening the elements of cinematography, editing, directing and performance in their work. The course will include workshops in non-linear editing, lighting, sound recording and cinematography. The class will emphasize the development of individual approaches to image, sound and text. Students will complete four production assignments. Weekly screenings and critical readings will introduce students to a wide range of approaches to narrative, documentary and hybrid structures within early and contemporary film and videomaking. We will study works by Louis Feuillade, Wong Kar-Wai, Apichatpong Weerasethakul, Nagisa Oshima, and Lucrecia Martel among others. Readings by Gilles Deleuze, Hamid Naficy, Jane Campion, Guy Debord and Maureen Turim.

Requisite: English 82, Video I or Introduction to Media Production. Admission with consent of the instructor. Limited to 15 students. Omitted 2007-08.

90. Form and Freedom. An intensive examination of the differences between formal and free verse; in particular, the commonly held notion that the one is a prison cell and the other an open field. We will be reading two texts, Paul Fussell's *Poetic Meter and Poetic Form*, and Charles Hartman's *Free Verse: An Essay on Prosody*, as well as numerous examples drawn from all periods of poetry in English.

Omitted 2007-08. Writer-in-Residence Hall.

91. The Grammar of English. An examination of the structure and history of English grammar through descriptive and exemplary readings. Students will analyze their own sentences and those of literary and non-literary texts, with special attention to the relationship between syntax and style. Topics will include gender differences in usage, ethnic and regional grammars, comparisons with grammars other than English, and the social uses of prescriptive grammar. Literary selections will be from such writers as Dr. Johnson, James, Hemingway, Dickinson, Faulkner, Hopkins, Baldwin, Gibbon, Stein, and Brooks. Media and popular culture will also provide examples. Two class meetings per week.

Open to juniors and seniors. Non-English majors are welcome. Requisites: One English course numbered 01 through 20 and one upper-level English course; exceptions by consent of the instructors. Omitted 2007-08. Professors Barale and Chickering.

93. The Changing Images of Blacks in Film. (Also Black Studies 18 and Theater and Dance 27.) See Theater and Dance 27.

Second semester. Professor Mukasa.

94. Expatriate Poets. Readings of poets who have chosen to live in a culture other than their own, with an emphasis on T.S. Eliot in London, Elizabeth Bishop in Brazil, Thom Gunn in California, and Agha Shahid Ali in New England. Two class meetings per week.

Omitted 2007-08. Writer-in-Residence Hall.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters. The Department.

LEVEL IV: SEMINARS FOR JUNIOR AND SENIOR MAJORS. These courses all emphasize independent inquiry, critical and theoretical issues, and extensive writing. They are normally open only to juniors and seniors and limited to 15 students. Preference is given to declared English majors in their junior year, who are strongly advised to elect 95 then and not later. Although this seminar is a requirement for the major, the Department cannot guarantee admission to seniors in their second semester. The Department offers at least three sections of English 95 each semester. Each instructor will specify appropriate requisites.

95. Seminar in English Studies. Five sections will be offered in the first semester, 2007-08.

01. MODE OF MELODRAMA. The term refers historically to a form of popular theater of the nineteenth century; by extension it is also commonly used, as a term of aesthetic taste, to disparage excesses of emotional and moral expression in dramatic narrative more generally. Yet just such "excesses" mark the style and action of novels, operas, and films that are held, both popularly and critically, in high regard. Is there an *art* of melodrama? The course will approach this question by taking into account recent criticism and scholarship which has studied the distinctive features of what Peter Brooks calls "the melodramatic imagination" and by reading and discussing: fiction by Balzac, Dickens, James, Faulkner (for example), an opera by Puccini or Verdi, a film by D.W. Griffith, and a number of films from the traditional genres of Hollywood (westerns, gangster/mafia films, "the woman's picture," films noir, family melodramas, sci-fi films, etc.). Two class meetings per week and screenings as appropriate.

Professor Cameron.

02. NATIONAL AND GLOBAL CINEMAS. Acknowledging that cinema is always already transnational, this course explores tensions between "the national" and "the global" in narrative, documentary, and experimental films produced in Africa, Asia, Australia, Europe, and the Americas in the postcolonial era of cultural hybridity and global capitalism. The course begins by examining the nationalist ideologies of Hollywood production in tandem with Third Cinema's radical decentering of the assumptions of both Hollywood and auteurist cinemas. The course examines ways that minor, feminist, avant-garde, and third world cinemas respond to the regional and global domination of the commercial industries in Hollywood, Mumbai, Hong Kong, Cairo, Mexico and elsewhere, either by appropriating and reconfiguring cinematic conventions within indigenous pre-cinematic traditions, by parodying and satirizing them, or by outright rejecting them. The course explores ways that political economy relates to filmic aesthetics and styles; different historical and cultural conceptions of cinema; different theoretical models for the analysis of national and global cultures; and implications of an increasing standardization of world film into an "international style" particularly since the 1990s. Films produced in, or financed with state or private funds from, Algeria, Argentina, Australia, Brazil, Burkina Faso, Cameroon, Canada, France, India, Iran, Kenya, Mali, Martinique, Mexico, Sénégal, South Korea, the U.K., and the U.S. will be screened.

Requisite: A prior film studies course, preferably a solid introduction to basic cinematic terms, such as cinematography, editing, *mise en scène*, and sound. Visiting Professor Hudson.

03. FAULKNER AND MORRISON. William Faulkner and Toni Morrison are generally understood as two of the most important writers of the twentieth century, and indeed, the work of each is integral to American literature. But why are Morrison and Faulkner so often mentioned in the same breath—he, born in the South, white and wealthy, she, the daughter of a working-class black family in the Midwest? Perhaps it is because in a country that works hard to live without a racial past, both Morrison's and Faulkner's work bring deep articulation to the often unseen, and more commonly—the

unspeakable. This class will explore the breadth of each author's work, looking for where their texts converge and diverge. As we will learn how to talk and write about the visions, dreams, and nightmares—all represented as daily life—that these authors offer.

Professor Parham.

04. EMILY DICKINSON. "Experience is the Angled Road / Preferred against the Mind / By—Paradox—the Mind itself" Dickinson explained in one poem and in this course we will make use of the resources of the town of Amherst to play experience and mind off each other in our efforts to come to terms with her elusive poetry. The course will meet at the Emily Dickinson Museum, make use of Dickinson manuscripts at the Jones Library and the College archives, and set her work in the context of other nineteenth-century writers including Helen Hunt Jackson, Walt Whitman, Edgar Allan Poe, and Harriet Jacobs. As we explore how Dickinson's poetry responds to her world we will also ask how it can speak to our present. One major project of the course will be to develop exhibits and activities for the Emily Dickinson Museum that will help visitors engage with her poems. One class meeting per week.

Limited to 12 students. Professor K. Sánchez-Eppler.

05. SHAKESPEARE. Four plays, to be read slowly in conjunction with a substantial selection of the commentary on them—and a performance by a distinguished visiting troupe of players of one play—from Samuel Johnson to Stephen Greenblatt and beyond. The texts may be said to represent much of the variety of Shakespeare's work over a dozen years: three comedies, each generically different from the others: a "romantic" comedy, *Twelfth Night*; a "problem" comedy, *Measure for Measure*; and a "romance," *The Winter's Tale*; and the last of the principal tragedies, *Macbeth*. A long paper on one of these texts and brief ones on the other three. Two class meetings per week.

Recommended requisite: A course in Shakespeare or his contemporaries in the theater or in poetry. Professor Sofield.

95. Seminar in English Studies. Five sections will be offered in the second semester, 2007-08.

01. PROUST. A critical reading in English translation of substantial portions of Marcel Proust's great work of fiction and philosophy, *A la Recherche du temps perdu* (*In Search of Lost Time*). Class discussion and exercises will concentrate on major sections, mainly from *Swann's Way, The Guermantes Way, Sodom and Gomorrah*, and *Time Regained*. Some attention will be given to the tradition of critical commentary in English on Proust's work and its place as a document of European modernism. Two class meetings per week.

Professor Cameron.

02. AMERICANS IN PARIS. The story of American writers, artists, and musicians who lived and worked in Paris can be imagined as a drama in two acts. Act I, set in the 1920s, brings Ernest Hemingway, F. Scott Fitzgerald, and Gertrude Stein to center stage. Act II, set in the postwar years, belongs mainly to African American writers such as Richard Wright and James Baldwin. Although the spotlight is mainly on the writers, there are important roles for painters (Gerald Murphy), photographers (Man Ray), dancers (Josephine Baker), and musicians (Sidney Bechet). There is also a kind of epilogue in which the French present their view of the Americans in their midst. Foremost among the questions to be asked is this: how did their experience as "exiles

abroad" alter and complicate these Americans' sense of their national, racial, sexual, and professional identities? Two class meetings per week.
Professor Guttmann.

03. MEMORY, HAUNTING, AND MIGRATION IN CONTEMPORARY AMERICAN NOVELS BY WOMEN. At the beginning of Joy Kogawa's *Obasan*, the narrator wonders, "If I could follow the stream down and down to the hidden voice, would I come at last to the freeing word?" This class takes as its topic the many ways American female authors have written about memory—memories of the past as well as of other places, about memories that refuse to be surfaced and memories that are at times not even of their protagonists' own lives. How, for instance, do writers portray the ways painful pasts have influenced their characters' identities? Or what it means to suffer for a past whose details one does not even know? Is the "truth" freeing, or does overcoming the hidden and silent increase memory's burdens? What are some of the possibilities and limitations of portraying what are often traumatic experiences in the novel form? And can "trauma" even mean the same thing across ethnic experiences? With such questions in mind, we will look specifically at novels concerned with two of the foundational experiences of American civilization, slavery and migration, and at the pervasive problems of longing, disjuncture, and displacement endemic to such experiences. Authors we may read in this cross-cultural course include Maxine Hong Kingston, Edwidge Danticat, Alesia Perry, and Cristina Garcia.
Professor Parham.

04. WORDSWORTH AND KEATS. Readings of the poetry and prose (in Keats' case, letters) of these two major Romantic figures. Attention will be paid to the biographical, political, and social implications of their writings.
Professor Townsend.

05. MAKING PLACES: RESEARCH METHODS IN AMERICAN CULTURES. (Also American Studies 68 and History 83.) Who am I? How do I fit into this place? Taking as its starting point each student's own personal and family stories, this course will draw on a wide range of research methodologies and resources to help students place their own experiences in the larger context of American cultures. Students will be introduced to research tools that will allow them to investigate literary, visual, geographical, material, and historical artifacts and data. Structured by a series of units that develop and interrogate specific skills, the course will culminate in individual research papers, at least 20 pages in length, that explore some aspect of American life. Those students who wish to take this class as English 95 need to develop an essentially literary final project.
Limited to 20 students. Professors K. Sánchez-Eppler and Sandweiss.

RELATED COURSES

Friendship. To be taught as First-Year Seminar 12.
First semester. Professor Townsend.

Autobiography and Self-Creation. To be taught as First-Year Seminar 27.
First semester. Senior Lecturer von Schmidt.

Fyodor Dostoevsky. See Russian 27.
First semester. Professor Peterson.

ENVIRONMENTAL STUDIES

For tens of thousands of years, our ancestors were more shaped by than they were shapers of the environment. What started as an interaction in which "nature decreed," shifted to an increasingly complex relationship between natural processes and human artifice as *Homo sapiens* radiated out of Africa and began altering the environments they encountered. First by hunting and then, beginning roughly ten thousand years ago, by agriculture, humans have had a steadily increasing impact on the natural world.

Environmental Studies came into being with the recognition that the environmental challenges we confront require scientific analysis but, as crucial as science is, culture, politics, and economics also profoundly shape how we identify problems and how we respond (or fail to respond) to these problems. Environmental studies offers students the opportunity to engage in an interdisciplinary study of the ways humans and nature have shaped one another and how this interaction now presents us with many conundrums, both scientific and political.

Students interested in Environmental Studies should, early on, meet with one or more of the faculty who teach courses directly relevant to environmental studies to explore how they might best satisfy their interests. These courses encourage students to move between science courses and courses in the social sciences and humanities. Students interested in majoring will need to petition for an Interdisciplinary Major. The faculty who teach Environmental Studies courses can advise students about the process of declaring an Interdisciplinary Major in Environmental Studies.

It is recommended that students interested in Environmental Studies take as many of the following five courses as possible: Colloquium 22; Biology 18, 23, and 48; Geology 9; Sociology 40; and a course in statistics (Math 9 or 17, Economics 55, or Psychology 22).

In addition to these "core courses," the following courses contribute to a comprehensive environmental studies program: Biology 18, 23, and 48; Chemistry 10 and 38; Geology 21, 28 and 45; History 54; Pick Colloquia; and Psychology 46.

The faculty who teach courses in Environmental Studies include Professors Clotfelter, Cox, Crowley, Delaney, Demorest, Dizard, Hagadorn, Harms, López, Martini, McKinney, Miller, Moore, Reyes, Servos, and Temeles.

EUROPEAN STUDIES

Advisory Committee: Professors Barbezat, Bezucha‡, Brandes†, Caplan, Chickering, Ciepiela†, Courtright, Czap‡, Damon*, de la Carrera†, Doran, Griffiths*, Hewitt, Hunt, Long, Machala, Maraniss‡, Marx, Mehta, Rabinowitz†, Rockwell, Rogowski, Rosbottom (Chair), R. Sinos, Staller, Stavans†, and Tiersky; Associate Professors Epstein*, Gilpin*, and Schneider‡; Assistant Professors Katsaros and Rossi; Senior Lecturer Schütz.

European Studies is a major program that provides opportunity for independent and interdisciplinary study of European culture. Through integrated work in the

---

*On leave 2007-08.
†On leave first semester 2007-08.
‡On leave second semester 2007-08.

humanities and social sciences, the student major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of eight courses that will examine a significant portion of European civilization through a variety of disciplines. Two of these courses will be European Studies 21 and 22 (or the equivalent; see below), and two will be independent work during the senior year. In the second semester of the senior year, the student major writing a thesis may designate the research course as a double course (European Studies 78D), in which case the total number of courses required to complete the major becomes nine. Comparative literary studies, interdisciplinary work in history, sociology, philosophy, political science, or economics involving one or more European countries are possible approaches for the student's required senior project.

Application to the major will be considered only after a student has taken *at least one* of European Studies 21, 22, or an approved, similarly broad course in European history or culture. A second such required course will be taken during the sophomore year or as soon as the student elects a European Studies major. The student major will select four core courses in consultation with the Chair or major advisor. All majors shall complete a substantial course-based research project on some aspect of European culture by the end of their junior year. Prior arrangement for supervision must be made if a student intends to do this project while abroad.

All European Studies honors majors must complete a thesis. Should, during the senior year, the Program faculty decide that a declared major is not qualified to proceed to work on a thesis, the student may elect to do a substantial research project instead. *Students may be recommended for Program honors only if they complete a thesis.*

Save in exceptional circumstances, a major will spend at least one semester of the junior year pursuing an approved course of study in Europe. All majors must give evidence of proficiency in one European language besides English, ideally one that is appropriate to their senior project. Upon return from study abroad, the student will ordinarily elect, in consultation with the Program Chair or major advisor, at least one course that helps integrate the European experience into the European Studies major.

14. Napoleon's Legends. Napoleon Bonaparte's legacy in French domestic and international politics and military strategy profoundly influenced nineteenth-century Europe. But so did the legends surrounding him, created before his great defeat and exile, and nurtured after his death in 1821. In painting, caricature, and sculpture, literature, music, and film, the legends—positive and negative—of Napoleon have served many ends. The cultural complexity of nineteenth- and twentieth-century Europe becomes clearer when one understands the motives behind and results of these representations of Napoleon.

In this course, we will study painting (e.g., David and Goya), narrative fiction (e.g., Balzac, Stendhal, and Tolstoy), poetry (e.g., Wordsworth and Hugo), music (e.g., Beethoven), urban history and architecture (e.g., of Paris), and the silent and sound films of our century (e.g., Gance). We will examine how different generations and a variety of cultures appropriated the real and imagined images of Napoleon for social, political, and artistic ends, and thereby influenced the creation of modern Europe. Three class hours per week.

Omitted 2007-08. Professor Rosbottom.

21. Readings in the European Tradition I. Readings and discussion of a series of related texts from Homer and Genesis to Dante: Homer's *Iliad* and *Odyssey*, selected Greek tragedies, selected dialogues of Plato, Virgil's *Aeneid*, selections from the *Bible*, Augustine's *Confessions*, and Dante's *Divine Comedy*. Three class hours per week.

Open not only to European Studies majors but also to any student interested in the intellectual and literary development of the West, from antiquity through the Middle Ages. Required of European Studies majors. Limited to 25 students. First semester. Professor Doran.

22. Readings in the European Tradition II. Reading and discussion of writings and art that have contributed in important ways to the definition of the European imagination. Previous readings have included Cervantes' *Don Quixote*, plays of Shakespeare, Montaigne's *Essays*, Racine's *Phaedra*, Molière's *Tartuffe*, Descartes' *Discourse on Method*, Rousseau's *Discourse on the Origin of Inequality*, Voltaire's *Candide*, selected poems of Wordsworth, Marx's *Communist Manifesto*, Flaubert's *Madame Bovary*, Tolstoy's *War and Peace*, Thomas Mann's *Death in Venice*, and others. Open not only to European Studies majors but also to any student interested in the intellectual and literary development of Europe from the Renaissance to the twenty-first century. Two class meetings per week.

Suggested requisite: European Studies 21. Required for European Studies majors. Second semester. Professor Rosbottom.

24. Poetic Translation. This is a workshop in translating poetry into English from another European language, preferably but not necessarily a Germanic or Romance language (including Latin, of course), whose aim is to produce good poems in English. Students will present first and subsequent drafts to the entire class for regular analysis, which will be fed by reference to readings in translation theory and contemporary translations from European languages. Two class meetings per week.

Limited to 12 students. Omitted 2007-08. Professors Ciepiela and Maraniss.

33. Love. (Also Spanish 84.) See Spanish 84.

Second semester. Professor Stavans.

35. Culture and Politics in 20th-Century Europe. (Also Political Science 72.) See Political Science 72.

Second semester. Professor Tiersky.

36. Dangerous Reading: The 18th-Century Novel in England and France. (Also English 48 and French 62.) Why was reading novels considered dangerous in the eighteenth century, especially for young girls?

This course will examine the development, during this period, of the genre of the novel in England and France, in relation to the social and moral dangers it posed and portrayed. Along with the troublesome question of reading fiction itself, we will explore such issues as social class and bastardy, sexuality and self-awareness, the competing values of genealogy and character, and the important role of women—as novelists, readers, and characters—in negotiating these questions. We will examine why the novel was itself considered a bastard genre, and engage formal questions by studying various kinds of novels: picaresque, epistolary, gothic, as well as the novel of ideas. Our approach will combine close textual analysis with historical readings about these two intertwined, yet rival, cultures, and we will pair novels in order to foreground how these cultures may have taken on similar social or representational problems in different ways. Possible pairings might include Prévost and Defoe, Laclos and Richardson, Voltaire and Fielding, Sade and Ann Radcliffe. French novels will be read in translation. Two class meetings per week.

First semester. Professors Frank and Rosbottom.

37. Music and Culture I. (Also Music 21.) See Music 21.

Omitted 2007-08. Professor Schneider.

38. Art and Architecture of Europe, 1400-1800. (Also Art and Art History 35.) See Art and Art History 35.

First semester. Professor Courtright.

43. The Crusades and the Image of Islam. (Also German 42.) See German 42.

First semester. Visiting Professor Sullivan of the University of Massachusetts.

44. Renaissance Art in Italy. (Also Art and Art History 51.) See Art and Art History 51.

Omitted 2007-08. Professor Courtright.

46. The Axis of Art Between France and Italy in the Renaissance and Baroque Eras. (Also Art and Art History 91-01.) See Art and Art History 91-01.

First semester. Professor Courtright.

50. Cityscapes: Imagining the European City. Cities, the largest human artifact, have been at the center of Europeans' relationships with nature, gods, and their own kind since their first appearance. With the advent of capitalist energy, the European city went through radical change. The resultant invention, re-invention and growth of major metropolises will be the focus of this course.

We will discuss histories and theories of the city and of the urban imagination in Europe since the 18th century. Focusing primarily on Paris, we will consider as well London, Rome, and St. Petersburg among others, and the counter-example of New York City. We will study examples of city planning and mapping, urban architecture, film and photography, painting, poetry, fiction, and urban theory. And, we may study Atget, Baudelaire, Bely, Benjamin, Calvino, Dickens, Rilke, Truffaut, Whitman, Zola, and others.

Questions addressed will include: To what extent do those who would "improve" a city take into account the intangible qualities of that city? How do the economics of capital compromise with the economics of living? How does the body—healthy and unhealthy—interact with the built environment? How and why does the imagination create an "invisible city" that rivals the "real" geo-political site?

Members of the seminar will begin extensive research projects early in the semester, and report regularly on their progress in class and smaller groups. These projects will make use of the tools of historiography, political science, or literary and visual analysis. They will provide a prospect from which a city or group of cities may be seen and understood anew. Three class hours per week.

Omitted 2007-08. Professor Rosbottom.

56. Baroque Art in Italy, France, Spain, and the Spanish Netherlands. (Also Art and Art History 56.) See Art and Art History 56.

Second semester. Professor Courtright.

77, 77D, 78, 78D. Senior Departmental Honors. A full or double course.

First and second semesters.

97, 98. Special Topics.

First and second semesters.

RELATED COURSES

Greek Civilization. See Classics 23.
Omitted 2007-08.

Roman Civilization. See Classics 24.
First semester. Professor Rossi.

Athenian Empire. See Classics 31.
Second semester. Professors R. Sinos and Debnar (Mount Holyoke College).

Major Roman Writers. See Classics 39.
Omitted 2007-08.

The Folger Colloquium: Renaissance Marvels. See Colloquium 28.
Omitted 2007-08. Professors Bosman and Courtright.

Three Masterpieces of French Literature in Translation. See French 63. Conducted in English.
Second semester. Professor Rosbottom.

Modernism and Its Discontents. See German 32. Conducted in German.
Omitted 2007-08. Professor Brandes.

German Drama of the Twentieth Century. See German 38. Conducted in German.
Omitted 2007-08. Professor Rogowski.

Popular Cinema. See German 44. Conducted in English.
Second semester. Professor Rogowski.

Joyful Apocalypse: Vienna Around 1900. See German 51. Conducted in English.
Second semester. Professor Rogowski.

Kafka, Brecht, and Thomas Mann. See German 52. Conducted in English.
Omitted 2007-08. Professor Brandes.

Nietzsche and Freud. See German 54. Conducted in English.
Omitted 2007-08. Professor Rogowski.

Performance. See German 60. Conducted in English.
Omitted 2007-08. Professor Gilpin.

Architectures of Disappearance. See German 64. Conducted in English.
Omitted 2007-08. Professor Gilpin.

Making Memorials. See German 65. Conducted in English.
Omitted 2007-08. Professor Gilpin.

Music and Culture II. See Music 22.
First semester. Valentine Professor Móricz.

For other related courses, see the offerings in European areas in the Departments of Art and Art History, Classics, Economics, English, French, German, History, Music, Philosophy, Political Science, Religion, and Spanish.

FILM AND VIDEO ARTS

The study of Film and Video Arts examines the history, theory, and practice of the moving image. The field of Film and Video Arts has emerged in recent decades as a distinct area of serious academic study coming from broadly interdisciplinary perspectives, and at Amherst College this area of study is coordinated interdepartmentally. Although there is no formal department, nor is there a major, faculty from numerous departments across the college regularly offer courses in Film and Video Arts. An historical approach to film and video considers the development of international cinema from the silent era to its transformation in video and its future in digital culture. A theoretical approach reflects on the way conceptions of identity, aesthetics, subjectivity, and ontology may be shaped by cinema and video. These approaches engage discussions in such disciplines as philosophy, social and literary theory, area studies, language study, visual culture, theater and dance, anthropology, and gender studies. The practice of constructing moving images in film and video includes considerations of narrative, non-narrative and experimental structures, camera motion, editing techniques, sound design, *mise-en-scène*, and digital technologies. The issues of composition and aesthetics that underlie film and video practice illuminate in crucial ways many concerns that also emerge from historical or theoretical discussions of the moving image.

Students who participate in courses in Film and Video Arts find that this field is in active dialogue with different aspects of a liberal arts curriculum. Coursework in Film and Video Arts challenges and transforms the way students regard and react to the moving image beyond its most popular and widely circulated forms. The courses usually involve regular screenings outside of the scheduled class time, plus substantial reading and/or composition assignments. Some courses contain a strong component of film or video study in relation to other kinds of primary texts.

The course offerings for 2007-08 include the following courses:

2007

Coming to Terms: Cinema. See English 16.
First semester. Professor Cameron.

Screenwriting. See English 24.
First semester. Visiting Lecturer Johnson.

Production Workshop in the Moving Image. See English 82.
First semester. Visiting Lecturer Knapp of Smith College.

The Non-Fiction Film. See English 83.
First semester. Senior Lecturer von Schmidt.

Topics in Film Study: Cinema and New Media. See English 84.
First semester. Visiting Professor Hudson.

Mode of Melodrama. See English 95, section 01.
First semester. Professor Cameron.

National and Global Cinemas. See English 95, section 02.
First semester. Visiting Professor Hudson.

Film, Myth, and the Law. See Law, Jurisprudence and Social Thought 25.
First semester. Professor Umphrey.

Spanish Film. See Spanish 33.
First semester. Professor Maraniss.

Performance Studio. See Theater and Dance 62.
First semester. Professor Woodson.

2008

Screening Asian Americans. See American Studies 30.
Second semester. Five College Professor Cardozo.

India in Film: Hollywood, Bollywood, Mollywood. See Asian Languages and Civilizations 30.
Second semester. Professor Emeritus Reck.

Japanese Cinema. See Asian Languages and Civilizations 34.
Second semester. Professor Van Compernolle.

Vampires, Immigrants, Nations. See English 01, section 03.
Second semester. Visiting Professor Hudson.

Film and Writing. See English 19.
Second semester. Senior Lecturer von Schmidt.

Topics in Film Study: Five Contemporary Filmmakers. See English 84, section 01.
Second semester. Professor Cameron.

Topics in Film Study: Film Theory and Criticism. See English 84, section 02.
Second semester. Visiting Professor Hudson.

European Film. See French 61.
Second semester. Professor Caplan.

Popular Cinema. See German 44.
Second semester. Professor Rogowski.

The Changing Images of Blacks in Film. See Theater and Dance 27 (also Black Studies 18 and English 93).
Second semester. Professor Mukasa.

Video and Performance. See Theater and Dance 50.
Second semester. Professor Woodson.

FRENCH

Professors Caplan (Chair), de la Carrera†, Hewitt, Rockwell, and Rosbottom; Assistant Professor Katsaros; Senior Lecturer Nawar; Lecturer Uhden.

The objective of the French major is to learn about French culture directly through its language and principally by way of its literature. Emphasis in courses is upon examination of significant authors or problems rather than on chronological survey. We read texts closely from a modern critical perspective, but without isolating them from their cultural context. To give students a better idea of the development of French culture throughout the centuries, we encourage majors to select courses from a wide range of historical periods, from the Middle Ages to the present.

Fluent and correct use of the language is essential to successful completion of the major. Most courses are taught in French. The Department also urges majors to spend a semester or a year studying in a French-speaking country.

The major in French provides effective preparation for graduate work, but it is not conceived as strictly pre-professional training.

---

†On leave first semester 2007-08.

Major Program. The Department of French aims at flexibility and responds to the plans and interests of the major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major (both *rite* and with Departmental Honors) will normally consist of a minimum of eight courses. Students may choose to take (a) eight courses in French literature and civilization; or (b) six courses in French literature and civilization and two related courses with departmental approval. In either case, a minimum of four courses must be taken from the French offerings at Amherst College. One of these four must be taken during the senior year. All courses offered by the Department above French 03 may count for the major. Among these eight courses, one must be chosen from the Middle Ages or Renaissance, and one from the seventeenth or eighteenth centuries. (French 11 satisfies either of these distribution requirements.) Up to four courses taken in a study abroad program may count toward the eight required courses for the major. Comprehensive examinations must be completed no later than the seventh week of the second semester of the senior year.

Departmental Honors Program. Candidates for Departmental Honors must write a thesis in addition to fulfilling the course requirements for the major described above. Students who wish to write a thesis should begin to develop a topic during their junior year and must submit a detailed thesis proposal to the Department *at the beginning of the second week of fall semester classes.* Subject to departmental approval of the thesis proposal, candidates for Departmental Honors will enroll in French 77 and 78 during their senior year. (French 77 and 78 will not be counted towards the eight-course requirement for the major.) Oral examinations on the thesis will be scheduled in late spring.

Foreign Study. A program of study approved by the Department for a junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language.

Exchange Fellowships. Graduating seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

FRENCH LANGUAGE AND COMPOSITION

01. Elementary French. This course features intensive work on French grammar, with emphasis on the acquisition of basic active skills (speaking, reading, writing and vocabulary building). We will be using the multimedia program *French in Action* which employs only authentic French, allowing students to use the language colloquially and creatively in a short amount of time. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 03.

For students without previous training in French. First semester: Senior Lecturer Nawar and Assistants. Second semester: Lecturer Uhden and Assistants.

03. Intermediate French. Intensive review and coverage of all basic French grammar points with emphasis on the understanding of structural and functional aspects of the language and acquisition of the basic active skills (speaking, reading, writing and systematic vocabulary building). We will be using *French in Action*, the multimedia program. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 05.

Requisite: French 01 or two years of secondary school French. First semester: Senior Lecturer Nawar and Assistants. Second semester: Lecturer Uhden and Assistants.

05. Language and Literature. An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Texts will be drawn from significant short stories, poetry and films. The survey of different literary genres serves also to contrast several views of French culture. Supplementary work with audio and video materials. Successful completion of French 05 prepares students for French 07, 08, 11 or 12. Conducted in French. Three hours a week.

Requisite: French 03 or three to four years of secondary school French. First semester: Lecturer Uhden. Second semester: Professor de la Carrera.

07. Contemporary French Literature and Culture. Through class discussion, debates, and frequent short papers, students develop effective skills in self-expression, analysis, and interpretation. Literary texts, articles on current events, and films are studied within the context of the changing structures of French society and France's complex relationship to its recent past. Assignments include both creative and analytic approaches to writing. Some grammar review as necessary, as well as work on understanding spoken French using videotapes. Highly recommended for students planning to study abroad.

Requisite: French 05, or completion of AP French, or four years of secondary school French in a strong program. First semester: Professors Katsaros and Rockwell. Second semester: Professors Caplan and Hewitt.

08. French Conversation. To gain as much confidence as possible in idiomatic French, we discuss French social institutions and culture, trying to appreciate differences between French and American viewpoints. Our conversational exchanges will touch upon such topics as French education, art and architecture, the status of women, the spectrum of political parties, minority groups, religion, and the position of France and French-speaking countries in the world. Supplementary work with audio and video materials.

Requisite: French 05, or completion of AP French, or four years of secondary school French in a strong program. Limited to 16 students per section. First semester: Professors Caplan and Hewitt. Second semester. Professors Katsaros and Rockwell.

FRENCH LITERATURE AND CIVILIZATION
(FRENCH 11-19)

11. Cultural History of France: From the Middle Ages to the Revolution. A survey of French civilization: literature, history, art and society. We will discuss Romanesque and Gothic art, the role of women in medieval society, witchcraft and the Church, Reformation and Counter-Reformation, the centralization of power and the emergence of absolute monarchy. Slides and films will complement lectures, reading and discussion of monuments, events and social structures. Conducted in French.

Requisite: French 05 or equivalent. First semester. Professor Caplan.

NOTE: Courses above French 12 are ordered by chronology and topics rather than by level of difficulty.

MEDIEVAL AND RENAISSANCE LITERATURE AND CULTURE (FRENCH 20-29)

20. Literary Masks of the Late French Middle Ages. The rise in the rate of literacy which characterized the early French Middle Ages coincided with radical reappraisals of the nature and function of reading and poetic production. This course will investigate the ramifications of these reappraisals for the literature of the late French Middle Ages. Readings may include such major works as *Guillaume de Dole* by Jean Renart, the anonymous *Roman de Renart*, the *Roman de la Rose* by Guillaume de Lorris, selections from the continuation of the *Roman de la Rose* by Jean de Meun, anonymous *Fabliaux*, and poetic works by Christine de Pisan, Guillaume de Machaut, Jean Froissart, and Charles d'Orléans. Particular attention will be paid to the philosophical presuppositions surrounding the production of erotic allegorical discourse. We shall also address such topics as the relationships between lyric and narrative and among disguise, death and aging in the context of medieval discourses on love. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. First semester. Professor Rockwell.

21. Medieval French Literature: Tales of Love and Adventure. The eleventh and twelfth centuries witnessed social, political, and poetic innovations that rival in impact the information revolution of recent decades. Essential to these innovations was the transformation from an oral to a book-oriented culture. This course will investigate the problems of that transition, as reflected in such major works of the early French Middle Ages as: *The Song of Roland*, the Tristan legend, the *Roman d'Eneas*, the Arthurian romances of Chrétien de Troyes, anonymous texts concerning the Holy Grail and the death of King Arthur. We shall also address questions relevant to this transition, such as the emergence of allegory, the rise of literacy, and the relationship among love, sex, and hierarchy. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2007-08. Professor Rockwell.

24. Studies in Medieval Romance Literature and Culture. The study of a major author, literary problem, or question from the medieval period with a particular focus announced each time the course is offered. The topic for spring 2006 is "Dante Alighieri." A reading of the *Divine Comedy* with an eye to the social and philosophical implications of Dante's allegorical practice. Readings, discussions, and papers will be in English.

Omitted 2007-08. Professor Rockwell.

27. Humanism and the Renaissance. Humanists came to distrust medieval institutions and models. Through an analysis of the most influential works of the French Renaissance, we shall study the variety of literary innovations which grew out of that distrust with an eye to their social and philosophical underpinnings. We shall address topics relevant to these innovations such as Neoplatonism, the grotesque, notions of the body, love, beauty, order and disorder. Readings will be drawn from the works of such major writers as: Erasmus, Rabelais, Marguerite de Navarre, Montaigne, Ronsard, Du Bellay, Maurice Scève and Louise Labé. The most difficult texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Second semester. Professor Rockwell.

SEVENTEENTH- AND EIGHTEENTH-CENTURY LITERATURE AND CULTURE (FRENCH 30-39)

30. The Doing and Undoing of Genres in the Seventeenth and Eighteenth Centuries. This course explores the formation and transformation of various genres in seventeenth- and eighteenth-century literature, with a particular focus announced each time the course is offered. The topic for spring 2006 was "Comedy." Readings include texts by Corneille *(L'Illusion comique)*, Molière *(Le Médecin malgré lui, Le Tartuffe, Le Misanthrope, Le malade imaginaire)*, Marivaux *(La Double Inconstance, Le Jeu de l'amour et du hasard)* Beaumarchais *(Le Barbier de Séville, Le Mariage de Figaro)*. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2007-08. Professor Caplan.

35. Lovers and Libertines. Passion and the art of seduction, from Mme. de Lafayette's *La Princesse de Clèves* to Stendhal's *Le Rouge et le noir*. We will focus on the oppositions between romantic love and social norms, passion and seduction. Both original masterpieces and their filmic adaptions will be considered. Sample reading list: Mme. de Lafayette, *La Princesse de Clèves*; Prévost, *Manon Lescaut*; Casanova, *Histoire de ma vie*; Laclos, *Les Liaisons dangereuses*; Mozart/da Ponte, *Don Giovanni*; Stendhal, *Le Rouge et le noir*. Conducted in French.

Omitted 2007-08. Professor Caplan.

37. The French Enlightenment. An analysis of the major philosophical, literary, and artistic movements in France between the years 1715 and 1789 within the context of their uneasy relationship to the social, political, and religious institutions of the *ancien régime*. Readings will include texts by Voltaire, Rousseau, Diderot, Condillac, and others. To gain a better sense of what it might have been like to live in eighteenth-century France, we will also read essays in French cultural history. Supplementary work with film and slides. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2007-08. Professor de la Carrera.

38. The Republic of Letters. An exploration of Enlightenment thought within the context of the collaborative institutions and activities that fostered its development, including literary and artistic *salons, cafés,* and the *Encyclopédie*. We will read texts by Voltaire, Rousseau, Diderot, and others, drawn from the domains of literature, memoirs, and correspondence. To get a better idea of what it might have been like to live in the eighteenth century and be a participant in the "Republic of Letters," we will also read a variety of essays in French cultural history. Supplementary work with films and slides. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2007-08. Professor de la Carrera.

39. Worldliness and Otherworldliness. Many eighteenth-century writers imagined and invented other, better societies. To attenuate their criticisms of the social, political, and religious structures of the *ancien régime*, they also had recourse to the viewpoint of fictional "outsiders" who arrive in France as if for the first time and describe what they see in minute and telling detail. We will analyze the role that these "other" worlds and the "otherworldly" point of view played in the development of eighteenth-century thought and literature, as well as some of the repercussions that these questions have had in twentieth-century thought. Readings will include Montesquieu's *Lettres persanes*, Rousseau's *Discours sur l'origine de l'inégalité*, Diderot's *Supplément au Voyage de Bougainville*, and Madame de Graffigny's *Lettres d'une Péruvienne*, as well as Freud's *Civilization and Its Discontents* and a selection of essays by Claude Lévi-Strauss. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Second semester. Professor de la Carrera.

NINETEENTH-CENTURY LITERATURE AND CULTURE (FRENCH 40-49)

42. Women of Ill Repute: Prostitutes in Nineteenth-Century French Literature. Prostitutes play a central role in nineteenth-century French fiction, especially of the realistic and naturalistic kind. Both widely available and largely visible in nineteenth-century France, prostitutes inspired many negative stereotypes. But, as the very product of the culture that marginalized her, the prostitute offered an ideal vehicle for writers to criticize the hypocrisy of bourgeois mores. The socially stratified world of prostitutes, ranging from low-ranking sex workers to high-class courtesans, presents a fascinating microcosm of French society as a whole. We will read selections from Honoré de Balzac, *Splendeur et misère des courtisanes*; Victor Hugo, *Les Misérables*; and Gustave Flaubert, *L'éducation sentimentale*; as well as *Boule-de-Suif* and other stories by Guy de Maupassant; *La fille Elisa* by Edmond de Goncourt; *Nana* by Emile Zola; *Marthe* by Joris-Karl Huysmans; *La dame aux camélias* by Alexandre Dumas fils; and extracts from *Du côté de chez Swann* by Marcel Proust. Additional readings will be drawn from the fields of history (Alain Corbin, Michelle Perrot) and critical theory (Walter Benjamin, Michel Foucault, Julia Kristeva). We will also discuss visual representations of prostitutes in nineteenth-century French art (Gavarni, Daumier, C. Guys, Degas, Manet, Toulouse-Lautrec). Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2007-08. Professor Katsaros.

43. Agents Provocateurs: Scandalous French Artists, from Baudelaire to Céline. "Merdre!" This is, famously, the opening word of Alfred Jarry's play *Ubu-Roi*. First performed in 1897, *Ubu-Roi* illuminates in retrospect a key aspect of nineteenth-century French literature. Since the Romantics, French literature had been saying "Merdre!" to its bourgeois readers with remarkable consistency. From the bohemian to the *poète maudit*, from the dandy to the decadent, the art of provocation reached its peak in nineteenth-century France. In this course, we will explore the various aspects, meanings, and purposes of this strategy. We will examine the various forms of literary, artistic, and theatrical provocation, as well as their historical and critical significance. We will ask how and why the artist and the bourgeois were set up as enemies, and what effect this conflict has had on theories of artistic creation. We will also try to understand why the myths of the artist invented in the nineteenth century (such as the dandy, the bohemian, and the provocateur) still form an essential part of the critical discourse on the arts today. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Second semester. Professor Katsaros.

TWENTIETH-CENTURY LITERATURE AND CULTURE (FRENCH 50-59)

50. Contemporary French Literature: Crises and Transformation. A study of contemporary French literature and culture focusing on the twentieth-century novel. The course focuses on the long series of novelistic experiments, both narratological and ideological, which begin around the time of the First World War and continue feverishly through the existential novel and the *New Novel* of the seventies and eighties. Our readings will include critical theory as well as works of such major authors as Marcel Proust, André Malraux, Jean-Paul Sartre, Claude Simon, Michel Butor, Nathalie Sarraute, Marguerite Duras, Monique Wittig and Patrick Modiano. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or the equivalent. Omitted 2007-08. Professor Hewitt.

51. French Cultural Studies. This course studies the shifting notions about what constitutes "Frenchness" and reviews the heated debates about the split between French citizenship and French identity. Issues of decolonization, immigration, foreign influence, and ethnic background will be addressed as we explore France's struggles to understand the changing nature of its social, cultural, and political identities. We will study theoretical and historical works, as well as novels, plays and films.

Second semester. Professor Hewitt.

52. Modern French Autobiography. This course studies the tortuous relationships between fact and fiction as famous French writers focus on their own lives. We will study how identities are constructed through gender, class and race, and will discuss identity formation (and its breakdown) through certain literary and philosophical theories (existentialism, New Novel theory, modernism, Marxism, postmodernism, postcolonialism). After briefly considering passages from Rousseau's model autobiography, *Les Confessions*, we turn our attention to twentieth-century authors such as Marguerite Duras, Nathalie Sarraute, Alain Robbe-Grillet, Michel Leiris, Jean-Paul Sartre, Maryse Condé, Roland Barthes, and Louis Althusser. Assignments will include one creative essay in which students write on a personal experience using narrative strategies discussed in class. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. First semester. Professor Hewitt.

53. Literature in French Outside Europe: Introduction to Francophone Studies. (Also Black Studies 22) This course will explore cross-cultural intersections and issues of identity and alienation in the works of leading writers in the French-speaking Caribbean. Our discussions will focus on the sociopolitical positions and narrative strategies entertained in key French Caribbean texts of postcolonial literature (both fiction and critical essays). Issues involving nationalism, race, gender, assimilation and the use of Creole will help to shape our discussion of how postcolonial subjects share in or distinguish themselves from certain tenets of Western thought. At issue, then, is the way French Caribbean literature and culture trace their own distinctiveness and value. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2007-08. Professor Hewitt.

54. War and Memory. Through readings of short fiction, historical essays, drama and films, we study how the French have tried to come to terms with their role in World War II, both as individuals and as a nation. We will explore the various myths and deconstructions concerning French heroism and guilt, with particular attention paid to the way wartime memories have become a lightening rod for debate and discord in contemporary French culture and politics. No prior knowledge of the historical period of the war is necessary, but students of French history are welcome. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or the equivalent. Omitted 2007-08. Professor Hewitt.

SPECIAL COURSES (FRENCH 60-69)

60. Masterpieces of French Literature in Translation. In this course we will read a variety of French literary works from the eighteenth century to the present. Readings may include Voltaire's *Candide*, Laclos' *Dangerous Liaisons*, Charrière's *The Letters of Mistress Henley*, Stendhal's *The Red and the Black*, Balzac's *Cousin Bette*, Baudelaire's *Flowers of Evil*, Flaubert's *Madame Bovary*, Zola's *Nana*, or *The Ladies' Paradise*, Proust's *Swann in Love*, Camus' *The Plague* or *The First Man*, Duras' *The Lover*. We will study these works first as masterful stories, but we also will consider questions of cultural and personal influence, including sexuality and class. We will also learn why most of these works were judged politically or morally scandalous when they came out. For instance, special attention will be paid to the trials and censorship of Baudelaire and Flaubert. Finally, we will study some films inspired by these texts, and learn how different media can treat the same subject. Conducted in English. (French majors will be encouraged to write their papers in French, and to read a portion of these works in French).

Omitted 2007-08. Professor Rosbottom.

61. European Film. A study of issues concerning European film, with a particular focus announced each time the course is offered. In spring 2008 the course will provide an introduction to French film from the 1930s to the present. Among the directors and films to be covered: Jean Renoir *(Grand Illusion, Rules of the Game)*, Marcel Carné *(Hôtel du Nord)*, Jean-Pierre Melville *(Bob le flambeur)*, Alain Resnais *(Hiroshima mon amour, Last Year at Marienbad)*, François Truffaut *(The 400 Blows)*, Jean-Luc Godard *(Breathless, My Life to Live, Contempt)*, Robert Bresson, Agnès Varda, Chantal Akerman, Léos Carax *(Lovers on the Bridge)* and Mathieu Kassovitz *(Hate)*. The course serves as an introduction to film analysis. Conducted in English.

Second semester. Professor Caplan.

62. Dangerous Reading: The Eighteenth-Century Novel in England and France. (Also European Studies 36 and English 48.) See European Studies 36.

First semester. Professors Rosbottom and Frank.

63. Three Masterpieces of French Literature in Translation. This course seeks to read and study in depth a small number of important narrative or poetic texts of early modern to contemporary France. The purpose is to do close readings of both the selected texts and the socio-political and other cultural trends that were dominant at the time they were written and published. One might read Laclos' *Liaisons Dangereuses* (1782) and delve into the currents of pre-Revolutionary and Revolutionary thought and events that would place this important book in a richer context. Flaubert's *Madame Bovary* (1857) would allow the students to learn about the increasing cultural and financial influence of the bourgeoisie and the Second Empire's attempt to censor this novel juridically. Finally, reading Proust's *In Search of Lost Time* (1913-1927) permits addressing, among other social phenomena, the effects of the Dreyfus Affair and the First World War on French culture in the early 20th century. Conducted in English. (French majors who wish to count this course toward fulfillment of requirements will write some papers in French and read a portion of these works in that language.)

Second semester. Professor Rosbottom.

ADVANCED COURSES (FRENCH 70+)

70. Advanced Seminar. An in-depth study of a major author or literary problem from specific critical perspectives. The topic for fall 2006 is "Ousmane Sembene: The Works of a Militant Artist." Entirely devoted to the works of Senegalese writer and filmmaker Ousmane Sembene, this course will explore the defining moments of his life, his participation in European leftist organizations, and the dominant features of his works and their significance within African cultural discourse. Our discussions will focus on four main themes: (1) the experience of exile in *Le docker noir, La noire de...,* and *Lettres de France*; (2) the question of history in *Les bouts de bois de dieu, Emitaï, l'Harmattan,* and *Camp de Thiaroye*; (3) political and social issues found in *Le mandat, Xala, Guelwaar* and *Le dernier de l'empire, Moolaade,* and *Faat Kine*; and (4) the quest for a genuine African aesthetics in both literature and film. Conducted in French.

Requisite: One of the following: French 7, 11, 12 or the equivalent. Limited to 15 students. Omitted 2007-08.

77, 78. Senior Departmental Honors. A single and a double course.

First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading Courses. Full or half courses.

Approval of the Department Chair is required. First and second semesters.

RELATED COURSE

Birth of the Avant-Garde: Modern Poetry and Culture in France and Russia, 1870-1930. See Colloquium 36.

First semester. Professors Ciepiela and Katsaros.

GEOLOGY

Professors Cheney (Chair), Crowley*, and Harms; Associate Professor Martini†; Assistant Professor Hagadorn; Adjunct Professor Coombs.

Major Program. The Geology major starts with an introduction to the fundamental principles and processes that govern the character of the earth from its surface environment to its core. Geology 11 surveys these principles and is required of all Geology majors. Geology encompasses many sub-disciplines that approach study of the earth in a variety of ways, but all share a core of knowledge about the composition and constitution of earth materials. Accordingly, all Geology majors must also take Geology 29 (Structural Geology), Geology 30 (Mineralogy), and Geology 34 (Sedimentology and Stratigraphy). Finally, in consultation with their departmental advisor, Geology majors must take five additional courses from the Department's offerings, constructing an integrated program that may be tailored to the major's fields of interest or future plans. Senior Departmental Honors, generally consisting of Geology 77 and 78D, will count as one such course for the major. Only one of these five courses may be from a Geology course numbered less than 11 and only if that course was taken prior to the junior year. Students may substitute one course from Astronomy 12, Biology 18, Chemistry 11, Math 11 or Physics 16, or a higher numbered course in those departments (excluding Physics 22), for one of the five elective geology courses required for the major. The department, in coordination with the student's academic goals, will consider departures from this major format. In the fall semester of the senior year, each major shall take a comprehensive examination.

---

*On leave 2007-08.

†On leave first semester 2007-08.

Departmental Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject commonly is chosen at the close of the junior year but must be chosen no later than the first two weeks of the senior year. Geology 77, 78D involves independent research in the field or the laboratory that must be reported in a thesis of high quality.

All courses are open to any student having requisite experience or consent of the instructor.

09. Environmental Science: Case Studies. Industrialized society has been a major agent of environmental change. In this course, we will examine environmental issues by first examining processes that operate in natural systems and then assessing how we have modified such systems. Analysis of several environmental case studies will be used as a vehicle to understand the scientific issues associated with environmental change. Topics will include pollution, natural resources, global warming, landscape denudation, and habitat change. Data from the scientific literature will be emphasized. Three hours of lecture each week.

First semester. Professor Hagadorn.

11. Principles of Geology. As the science that considers the origin and evolution of the earth, Geology provides students with an understanding of what is known about the earth and how we know it, how the earth "works" and why we think it behaves as it does. In particular this course focuses upon the earth as an evolving and dynamic system where change is driven by energy generated within the earth. Concepts to be covered are: the structure of the earth's interior, isostasy, deep time, the origin and nature of the magnetic field, plate tectonics, the origin and evolution of mountain belts, and ocean basins and the growth of the continents over time. In this context, Geology 11 considers a diverse range of topics such as the Appalachian mountain belt, the Hawaiian Islands, Yellowstone Park, the consequences of seismicity, faulting, meteorite impact, and volcanism on the earth's inhabitants, and the sources and limitations of mineral and energy resources. This is a science course designed for all students of the College. Three hours of class and two hours of lab in which the student gains direct experience in the science through field trips, demonstrations, and projects.

First semester. Professors Cheney and Harms. Second semester. Professor Harms.

21. Surface Earth Dynamics: Evolution of the Planet's Environments. For at least 3.5 billion years, the Earth's surface environment has supported some form of life. What geologic processes first created and now maintain this environment? To what extent has life modified this environment over geologic time? What conditions are necessary for a planet to be conducive to life? What are the natural processes that operate at the Earth's surface? This course looks at the environment from a geologist's perspective. The course will start with dynamic systems that can be observed in operation today, as in river and coastal settings, where erosion and deposition occur, and by the interaction of the oceans, atmosphere, and climate. Techniques for interpreting the rock record will be developed so that past environments can be examined and potential future conditions on Earth better appreciated. Differences between earliest Earth environments and those of the more recent few billion years will be studied and integrated with the history of the origin and evolution of life. Three hours of lecture and two hours of lab, including field trips, each week.

Requisite: Geology 11 or consent of the instructor. Second semester. Professors Hagadorn and Martini.

24. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Amherst College Museum of Natural History. Three hours of class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. Omitted 2007-08. Professor Coombs.

27. Paleontology. What do fossils tell us about life on Earth over the last four billion years and the potential for life on other planets? In this course, students will gain an appreciation of the richness of ancient life on Earth and will learn to recognize, identify, and interpret fossils in the field and in the laboratory. Building on these skills, students will learn to use fossils to solve problems, test hypotheses, and investigate Earth history. Laboratories will focus on learning the commonly fossilized groups that are involved in key aspects of Earth history, including invertebrate, micro-, plant, and vertebrate fossils. Three hours of lectures and three hours of laboratory.

Requisite: Geology 11 or Biology 18 or 19. First semester. Professor Hagadorn.

28. Hydrogeology. As the global human population expands, the search for and preservation of our most important resource, water, will demand societal vigilance and greater scientific understanding. This course is an introduction to surface and groundwater hydrology and geochemistry in natural systems, providing fundamental concepts aimed at the understanding and management of the hydrosphere. The course is divided into two roughly equal parts: surface and groundwater hydrology, and aqueous geochemistry. In the first section, we will cover the principal concepts of physical hydrogeology including watershed analysis and groundwater modeling. In the second half, we will integrate the geochemistry of these systems addressing both natural variations and the human impact on our environment. Three hours of lecture and three hours of lab or field trip each week.

Requisite: Geology 11 or consent of the instructor. Second semester. Professor Martini.

29. Structural Geology. A study of the geometry and origin of sedimentary, metamorphic and igneous rock structures that are the products of earth deformation. Emphasis will be placed on recognition and interpretation of structures through development of field and laboratory methodology. Three hours of lecture and five hours of laboratory each week.

Requisite: Geology 11. First semester. Professor Harms.

30. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes the principles and methods of optical mineralogy, X-ray diffraction, back-scattered electron microscopy, and electron beam microanalysis. Four hours of lecture and two hours of directed laboratory.

Requisite: Geology 11, Chemistry 11 or Chemistry 15 or their equivalent recommended. First semester. Professor Cheney.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Four hours of class and three hours of laboratory per week.

Requisite: Geology 30. Second semester. Professor Cheney.

34. Sedimentology and Stratigraphy. An overview of the dominant sedimentologic processes operating in both modern and ancient depositional environments. Students will learn how to examine and interpret features of sedimentary rocks and how to assess temporal or spatial patterns in sequences of sedimentary rocks. Students will then use these observations to expand their understanding of Earth history. The laboratory section of the course will include six in-lab field trips, as well as one weekend field trip. Three hours of lecture and three hours of laboratory each week.

Requisite: Geology 11. Second semester. Professor Hagadorn.

40. Plate Tectonics and Continental Dynamics. An analysis of the dynamic processes that drive the physical evolution of the earth's crust and mantle. Plate tectonics, the changing configuration of the continents and oceans, and the origin and evolution of mountain belts will be studied using evidence from diverse branches of geology. Present dynamics are examined as a means to interpret the record of the past, and the rock record is examined as a key to understanding the potential range of present and future earth dynamics. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 and two additional upper-level Geology courses. Omitted 2007-08. Professor Harms.

41. Environmental and Solid Earth Geophysics. Only the surface of the earth is accessible for direct study but, as a two-dimensional surface, it represents a very incomplete picture of the geologic character of the earth. The most fundamental realms of the earth—the core and mantle—cannot themselves be observed. Even the uppermost part of the crust, where the lithosphere and hydrosphere interact to determine the quality of the environment in which we live, is hidden. Indirect signals, observed at the surface, can give us a more comprehensive understanding of earth structure—from environmental problems that lie just below the surface to the dynamics of the core/mantle boundary. We can "see" these subsurface realms using seismology, gravity, magnetism and heat flow observations. This course will bring findings from geophysics to bear on developing a picture of the earth in three dimensions. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 or 12. Omitted 2007-08. Professor Crowley.

43. Geochemistry. This course examines the principles of thermodynamics, via the methodology of J. Willard Gibbs, with an emphasis upon multicomponent heterogeneous systems. These principles are used to study equilibria germane to the genesis and evolution of igneous and metamorphic rocks. Specific applications include: the properties of ideal and real crystalline solutions, geothermometry, geobarometry, and the Gibbs method—the analytic formulation of phase equilibria. This course also introduces the student to the algebraic and geometric representations of chemical compositions of both homogeneous and heterogeneous systems. Four class hours each week.

Requisite: Geology 30 or Chemistry 12 or Physics 16 or 32. First semester. Professor Cheney.

45. Seminar in Biogeochemistry. Through biogeochemical cycles microbes influence the chemical composition of all of our habitable environments. They are found in the most extreme environments on Earth, from the upper atmosphere to the depths of our oceans as well as in the deep subsurface of Earth's crust. In this seminar, we will examine tracers and proxies for microbial activity present in rock, sediment, soil and porewater. Environments to be studied include hydrothermal vents, deep sedimentary basins, early Earth and possible extraterrestrial habitats. We will survey the major biologically relevant elements of the periodic table (C, O, S, N, Fe, P) and examine how these elements cycle through the environment, focusing on stable isotopic tracers of biological processes. Students will gain experience with field and laboratory techniques and we will emphasize the current scientific literature in discussions. Once a week this advanced seminar will meet jointly with biogeochemistry experts across the five colleges. Three hours of class per week.

Requisite: Chemistry 11 or Geology 28 or consent of the instructor. Omitted 2007-08. Professor Martini.

77, 77D, 78, 78D. Senior Departmental Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to seniors who meet the requirements of the Departmental Honors program. First and second semesters. The Staff.

97, 97H, 98, 98H. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental Chair is required. First and second semesters. The Staff.

RELATED COURSE

The Resilient (?) Earth: An Interdisciplinary Reflection on Contemporary Environmental Issues. See Pick Colloquium 22.

Second semester. Professors Dizard and Clotfelter.

GERMAN

Professors Brandes† and Rogowski (Chair); Associate Professor Gilpin*; Senior Lecturer Schütz; Visiting Associate Professor Sullivan.

Major Program. Majoring in German can lead to a variety of careers in education, government, business, international affairs, and the arts. There are two possible concentrations within the German major:

German Literature. The objective of the major with concentration in German Literature is to develop language skills and to provide acquaintance with the literary and cultural traditions of the German-speaking countries: The Federal Republic of Germany, Austria, and Switzerland. The Department offers effective preparation for graduate study in German language and literature, but its primary aim is more broadly humanistic and cross-cultural.

The German Literature concentration requires German 10 (or its equivalent), German 15 and 16 (German Cultural History), and a minimum of five further German courses, of which three must be courses in German literature and culture, conducted in German. The Department may approve up to three courses taken at a German-speaking university as counting toward fulfillment of the major requirements. Majors are advised to broaden their knowledge of other European languages and cultures.

---

*On leave 2007-08.

†On leave first semester 2007-08.

German Studies. German Studies is an interdisciplinary concentration within the German major. Its objective is to develop language skills and a broad understanding of historical, political, and social aspects of culture in the German-speaking countries. It requires German 10 (or the equivalent), 15 and 16 (German Cultural History), and a minimum of five further German courses, conducted either in German or in English. Majors concentrating in German Studies should supplement their German program with courses in European history, politics, economics, and the arts.

Students who major in German Literature or German Studies should enroll in at least one German course per semester. For both concentrations, the Department faculty will help majors develop individual reading lists as they prepare for a Comprehensive Examination administered during each student's final semester.

The German Department supports a variety of activities that help to increase familiarity with German culture, such as a film series, guest speakers, the German residential section in Porter House, and a weekly German-language lunch table. The Department awards prizes annually for superior achievement in German courses and for individual initiative benefiting German studies at Amherst.

Study Abroad. German majors are encouraged to spend a summer, semester, or year of study abroad as a vital part of their undergraduate experience. The Department maintains a regular student exchange program with Göttingen University in Germany. Each year we send two students to that university in exchange for two German students who serve as Language Assistants at Amherst College. Faculty can also advise on a variety of other options for study in a German-speaking country.

Departmental Honors Program. In addition to the courses required for a *rite* degree in the major, candidates for Honors must complete German 77 and 78 and present a thesis on a topic chosen in consultation with an advisor in the Department. The aim of Honors work in German is (1) to consolidate general knowledge of the history and development of German language, culture, and history; (2) to explore a chosen subject through a more intensive program of readings and research than is possible in course work; (3) to present material along historical or analytical lines, in the form of a scholarly thesis.

Honors students who major with a concentration in German Studies will be encouraged to arrange for the writing of their theses under the supervision of a committee comprised of faculty members from various departments, to be chaired by the German Department advisor.

The quality of the Honors thesis, the result of the Comprehensive Examination, together with the overall college grade average, will determine the level of Honors recommended by the Department.

GERMAN LANGUAGE

01. Elementary German I. Our multi-media course *Fokus Deutsch* is based on videos depicting realistic stories of the lives of present day Germans as well as authentic documents and interviews with native speakers from all walks of life. The video program, as well as related Internet Webpages, will serve as a first-hand introduction to the German-speaking countries and will encourage students to use everyday language in a creative way. Text and audio-visual materials emphasize the mastery of speaking, writing, and reading skills that are the foundation for further study. Three hours a week for explanation and demonstration, one hour a week in small sections plus weekly viewing assignments in the laboratory.

First semester. Senior Lecturer Schütz.

02. Elementary German II. A continuation of German 01, with increased emphasis on reading of selected texts. Three class meetings per week plus one additional conversation hour in small sections, with individual work in the language laboratory.

Requisite: German 01 or equivalent. Second semester. Senior Lecturer Schütz.

04. Quick Access: German for Reading. This one-semester course is intended for anyone who wants to read German scholarly and literary texts in the original language. It prepares students for research and thesis work with original source materials, as well as for graduate reading proficiency exams. Focus on the acquisition of reading and comprehension skills. Close reading and translation practice of fiction and expository prose in the humanities, social and natural sciences. Intensive study of basic grammar (morphology and syntax). Individualized choice of texts from a wide range of fields, determined by the needs of the participants. Conducted in English.

Omitted 2007-08. Senior Lecturer Schütz.

05. Intermediate German. Systematic review of grammar, aural and speaking practice, discussion of video and television programs, and reading of selected texts in contemporary German. Stress will be on the acquisition and polishing of verbal, reading, writing, and comprehension skills in German. Three hours per week for explanation and structured discussion, plus one hour per week in small sections for additional practice with German Language Assistants.

Requisite: German 02 or two years of secondary-school German or equivalent. First semester. Senior Lecturer Schütz.

10. Advanced Composition and Conversation. Practice in free composition and analytical writing in German. Exercises in pronunciation and idiomatic conversation. Supplementary work with audio and video materials. Oral reports on selected topics and reading of literary and topical texts. Conducted in German. Three hours per week, plus one additional hour in small sections and in the language laboratory.

Requisite: German 05 or equivalent, based on departmental placement decision. Second semester. Senior Lecturer Schütz.

12. Advanced Reading, Conversation, and Style I. Reading, discussion, and close analysis of a wide range of cultural materials, including selections from *Die Zeit* and *Der Spiegel*, essays, and short works by modern authors and song writers (Böll, Brecht, Biermann, Udo Lindenberg, Bettina Wegner, etc.). Materials will be analyzed both for their linguistic features and as cultural documents. Textual analysis includes study of vocabulary, style, syntax, and selected points of grammar. Round-table discussions, oral reports and structured composition exercises. Students will also view unedited television programs, work with the Internet, and listen to recordings of political and scholarly speeches, cabaret, protest songs and to authors reading from their own works. Conducted in German. Three class hours per week, plus an additional hour in small sections and in the language laboratory.

Requisite: German 10 or equivalent. First semester. Senior Lecturer Schütz.

14. Advanced Reading, Conversation, and Style II. Focusing on one contemporary novel, we will develop strategies for analyzing texts for their literary expression, their linguistic and stylistic features, and their cultural content. Additional materials (Internet, video, CD-ROMs, etc.) on literary and cultural topics as well as articles drawn from history, sociology, psychology, and philosophy. Three class hours per week plus one hour with language assistants.

Requisite: German 10 or equivalent. Second semester. Senior Lecturer Schütz.

GERMAN CULTURE AND LITERATURE

15. German Cultural History to 1800. An examination of cultural developments in the German tradition, from the Early Middle Ages to the rise of Prussia and the Napoleonic Period. We shall explore the interaction between socio-political factors in German-speaking Europe and works of "high art" produced in the successive eras, as well as Germany's centuries-long search for a cultural identity. Literature to be considered will include selections from Tacitus' *Germania*, the *Hildebrandslied*, a courtly epic and some medieval lyric poetry; the sixteenth-century Faust chapbook and other writings of the Reformation Period; Baroque prose, poetry, and music; works by Lessing and other figures of the German Enlightenment; *Sturm und Drang*, including early works by Goethe, Schiller, and their younger contemporaries. Slides, book illustrations, recordings, and videos will provide examples of artistic, architectural, and musical works representative of each of the main periods. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor Rogowski.

16. German Cultural History from 1800 to the Present. A survey of literary and cultural developments in the German tradition from the Romantic Period to contemporary trends. Major themes will include the Romantic imagination and the rise of nationalism in the nineteenth century, the literary rebellion of the period prior to 1848, Poetic Realism and the Industrial Revolution, and various forms of aestheticism, activism, and myth. In the twentieth century we shall consider the culture of Vienna, the "Golden Twenties," the suppression of freedom in the Nazi state, issues of exile and inner emigration, and the diverse models of cultural reconstruction after 1945. Authors represented will include Friedrich Schlegel, Brentano, Heine, Büchner, Hegel, Marx, Nietzsche, Heinrich and Thomas Mann, Kafka, Brecht, Grass, Wolf, and Handke. Music by Schubert, Wagner, Mahler, and Henze; samples of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Brandes.

27. The Age of Goethe. Classical German literature and music, from the 1780s to the 1830s, has influenced German and Western culture until today. While considering music and art, this course will focus primarily on the greatest writers of the period: Goethe, Schiller, and Hölderlin. Placing their literature in the philosophical and political contexts of Idealism and of German enlightened absolutism, we will distinguish this "high art" from contemporary early romantic concepts as well as from German Jacobine activism, which was strongly influenced by the French Revolution. We will also examine the legacy of this rich cultural era in its impact on Western romantic, transcendentalist, and symbolist movements—and its influence on the rise of the myth of the Germans as a "nation of poets and thinkers." Readings will include Goethe's *Faust I*, *Egmont*, *Iphigenie*, and *Römische Elegien*; Schiller's *Die Räuber* and *Maria Stuart*;

Hölderlin's *Hyperion* and selected poems; essays and manifestos by Kant, Fichte, and Forster. Listening assignments in Mozart's *Die Zauberflöte* and selected *Lieder* of the period. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2007-08. Professor Brandes.

32. Modernism and Its Discontents. This course will trace the impact of early twentieth-century modernization on the cultural consciousness of artists and politicians. We will first study classical modernism in the context of European and Western avant-garde movements, with emphasis on art and society in Germany. Topics include the effect of rapid urbanization and the rise of modern mass culture; modern constructions of gender and nature; the emergence of visual culture and mass media; the aesthetic revolt and literary visions of Futurism, Dada, and Expressionism; and the radical activism of proletarian didactic art. We will then trace the anti-modernist responses, such as Kaiser Wilhelm's retrogressive push for national art; the socialist realist doctrine of Stalin's cultural policies; Hitler's prohibition of modernist art as "degenerate"; and finally the censorship and self-censorship of certain modernist artists, in the name of political progress. Texts by Hofmannsthal, Hauptmann, Schnitzler, Wedekind, Heinrich Mann, Kafka, Hesse, Rilke, Benjamin, Brecht, and Anna Seghers; selected art by Modersohn-Becker, Kirchner, and Kollwitz; samples of architecture, early radio, films, and music. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2007-08. Professor Brandes.

33. Comedy and Humor. The course with the shortest reading list ever—not! Contrary to popular opinion, Germans (and their Austrian and Swiss neighbors) do have a sense of humor that has produced a wide variety of both high-brow and popular forms, ranging from the absurdist skits of Karl Valentin and Liesl Karlstadt, to raunchy "Ostfriesenwitze," and to the current boom in sex and "relationship" comedies in film. We will explore broadsheets and cartoons (Wilhelm Busch, Loriot, E. O. Plauen, Uli Stein), populist theater forms such as the operetta (Strauss, Lehar) and farcical "Volkstheater," sophisticated literary comedies (Tieck, Büchner, Sternheim, Dürrenmatt), social satire in print and other media (Heine, Kraus, Tucholsky, Staudte, Irmtraud Morgner, Robert Gernhardt, Eckhard Henscheid, Luise Pusch, Elfriede Jelinek), parody pastiche in song and movies (Comedian Harmonists, Max Raabe, Bully Herbig), and political humor in cabaret from the Wilhelmine period, the Weimar Republic, inside and outside the Third Reich, communist East Germany, and the multi-ethnic Germany of today (Wedekind, Werner Finck, Erika Mann, Gerhart Polt, Sinasi Dikmen). Primary materials will be supplemented by theoretical readings, including Arthur Koestler, Volker Klotz, Susanne Schäfer, and—of course—Sigmund Freud. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor Rogowski.

34. Post-War German Culture, 1945-1989. How did post-war Germany respond to the dilemma of being the frontier between Communism and the Free World? How did the two German societies develop their own identities and adapt, rebel, or acquiesce culturally in regard to the powers in control? We will situate major literary and cultural developments within the context of political and social history. Topics include coming to terms with the Nazi past; political dissent, democratization, and economic affluence; reactions to the Berlin Wall; the student revolt and feminism; the threat to democracy and civil rights posed by terrorism; the peace movement in the East and the West. Readings in various genres, including experimental literary texts. Authors include Heinrich Böll, Günter Grass, Peter Schneider, and Peter Weiss in the West and Volker Braun, Heiner Müller, Ulrich Plenzdorf, and Christa Wolf in the East. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2007-08. Professor Brandes.

38. German Drama of the Twentieth Century. From the political agitation of Bertolt Brecht to the performance pieces of Pina Bausch, German drama has had a profound impact on international theater. We shall trace the development of modern German drama from around 1890 to the present day. Topics will include: Naturalism and its attempt to depict social reality; Expressionism and its iconoclastic innovation; recent developments such as the postmodern dramatic collages of Heiner Müller. Particular attention will be focused on Brecht's legacy after World War II in the fields of "epic" and "documentary" theater. Authors discussed will include Gerhart Hauptmann, Frank Wedekind, Georg Kaiser, Bertolt Brecht, Peter Weiss, Friedrich Dürrenmatt, and Botho Strauß. Readings will be supplemented by video materials on Pina Bausch, Johann Kresnick, and Heiner Müller. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2007-08. Professor Rogowski.

40. Advanced Seminar. A course designed for the intensive study of a topic in the German literary, cultural, and historical tradition, or of a single author. The seminar is intended for German majors and other students who have solid command of the language. The course topic changes from year to year. Topic for 2007-08: Lessing and the Enlightenment in Germany. The Age of Reason was a force of modernity which led to major innovations in literature, philosophy, and art. We will focus on the works of G.E. Lessing (1729-1781), exploring the rebellion against authority of the age, ideas of tolerance and universality, new concepts for education and popular enlightenment, and social utopias in the context of an emerging middle-class culture. The seminar will conclude with a discussion of the proclaimed "end of the enlightenment" by the 20th-century Frankfurt School. Readings in Lessing, Mendelssohn, Leibniz, Kant, Sophie La Roche, Gottsched, Anna Luisa Karsch, and Nicolai; music by J.S. Bach, Haydn, and Mozart; selected art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Brandes.

COURSES OFFERED IN ENGLISH

42. The Crusades and the Image of Islam. (Also European Studies 43.) The legacy of the Crusades continues to be felt in Europe, the U.S. and in the Middle East. Originating 900 years ago, when Pope Urban II called on Christians to free the Holy Land of the "Unbelievers," a zealous collection of northern European monks, knights, and soldiers set out from Cologne on the first of several Holy Wars, believing they would prepare for the coming of the Messiah by liberating Jerusalem. The ensuing "clash of civilizations" pitted Christians first against Jews and then against the Muslim world, resulting in battles, pogroms, and centuries of hostility. To this day, Middle Eastern understanding of Western policies is deeply influenced by the history of the Crusades while European and American attitudes towards the Middle East and Islam are still colored by its controversial lore. This interdisciplinary course will discuss the history and legacy of the Crusades and the image of Muslims and Islam in historiography, theology, and literature, asking questions such as: Who became a Crusader and why? How did the Crusades perceive and represent Islam and Muslims? How did these views of Islam and the East contribute to European self-definition and expansionism? We will pay attention to three perspectives:

the Western European, Christian and Jewish, and the Middle Eastern Muslim views. Materials will include German, French, Hebrew, and Arabic texts by modern and medieval historians, among them Fulcher of Chartes, the Hebrew Chronicles of the Crusades, and Muslim sources; literary readings, such as the *Song of Roland*, Wolfram von Eschenbach's *Willehalm*, *Duke Ernst*, and selected medieval lyric; and religious commentary by St. Bernard. Conducted in English, with German majors required to do a substantial portion of the applicable readings in German.

First semester. Visiting Professor Sullivan of the University of Massachusetts.

44. Popular Cinema. From Fritz Lang's thrilling detective mysteries to Tom Tykwer's hip postmodern romp *Run Lola Run*, from Ernst Lubitsch's satirical wit to the gender-bending comedies of Katja von Garnier, this course explores the rich legacy of popular and genre films in the German-speaking countries. Topics to be covered include adventure films, comedies, and costume dramas of the silent period, including Fritz Lang's *Spiders* (1919) and Joe May's *The Indian Tomb* (1920); the musical comedies of the Weimar Republic and the "dream couple" Lilian Harvey and Willy Fritsch; Nazi movie stars and the "non-political" entertainment films of the Third Reich, such as Josef von Baky's blockbuster *Münchhausen* (1943); the resurgence of genre films in the 1950s ("Heimatfilme," romantic comedies, melodramas, etc.); the Cold War Westerns in the West (based on the novels by Karl May) and in the East (starring Gojko Mitic); the efforts to produce audience-oriented films in the politicized climate of the 1960s and 1970s; the big budget quasi-Hollywood productions by Wolfgang Petersen; and the recent spate of relationship comedies. We will discuss the work of, among others, actors and performers Karl Valentin, Heinz Rühmann, Zarah Leander, Hans Albers, Heinz Erhard, Romy Schneider, Loriot, and Otto, and directors including Ernst Lubitsch, Fritz Lang, Joe May, Wilhelm Thiele, May Spils, Katja von Garnier, Detlev Buck, Tom Tykwer, and Doris Dörrie. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Rogowski.

51. Joyful Apocalypse: Vienna Around 1900. Between 1890 and 1914, Vienna was home to such diverse figures as Sigmund Freud, Gustav Klimt, Gustav Mahler, Leon Trotsky, and—Adolf Hitler. Which social, cultural, and political forces brought about the extraordinary vibrancy and creative ferment in the capital of the Austro-Hungarian Empire? The course will examine the multiple tensions that characterized "fin-de-siècle" Vienna, such as the connection between the pursuit of pleasure and an exploration of human sexuality, and the conflict between avant-garde experimentation and the disintegration of political liberalism. Against this historical backdrop we shall explore a wide variety of significant figures in literature (Schnitzler, Hofmannsthal, Musil, Kraus), music (Mahler, R. Strauss, Schönberg), and the visual arts (Klimt, Schiele, Kokoschka, O. Wagner, A. Loos). We will explore the significance of various intellectual phenomena, including the psychoanalysis of Freud and the philosophies of Ernst Mach and Ludwig Wittgenstein. We shall also trace the emergence of modern Zionism (Theodor Herzl) in a context of growing anti-Semitism, and discuss the pacifism of Bertha von Suttner in a society on the verge of the cataclysm of the First World War. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Rogowski.

52. Kafka, Brecht, and Thomas Mann. Representative works by each of the three contemporary authors will be read both for their intrinsic artistic merit and as expressions of the cultural, social, and political concerns of their time. Among these are such topics as the dehumanization of the individual by the state, people caught between conflicting ideologies, and literature as admonition, political statement, or escape. Readings of short stories and a novel by Kafka, including "The Judgment," "The Metamorphosis," and *The Castle*; poems, short prose, and plays by Brecht, e.g., *The Three-Penny Opera*, *Mother Courage*, and *The Good Woman of Setzuan*; fiction and essays by Mann, including "Death in Venice" and *Buddenbrooks*. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2007-08. Professor Brandes.

54. Nietzsche and Freud. Modern thinking has been profoundly shaped by Nietzsche's radical questioning of moral values and Freud's controversial ideas about the unconscious. The course explores some of the ways in which German literature responds to and participates in the intellectual challenge presented by Nietzsche's philosophy and Freud's psychoanalysis. Readings include seminal texts by both of these figures as well as works by Rilke, Thomas Mann, Hermann Hesse, Musil, Schnitzler, and Expressionist poets. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2007-08. Professor Rogowski.

60. Performance. What is performance? What constitutes an event? How can we address a phenomenon that has disappeared the moment we apprehend it? How does memory operate in our critical perception of an event? How does a body make meaning? These are a few of the questions we will explore in this course, as we discuss critical, theoretical, and compositional approaches in a broad range of multidisciplinary performance phenomena emerging from European—primarily German—culture in the twentieth century. We will focus on construction, representation, space, gender, and dynamism. Readings of performance theory, performance studies, gender studies, and critical/cultural studies, as well as literary, philosophical, and architectural texts will accompany close examination of performance material. Students will develop performative projects in various media (video, performance, text, WWW) and deliver a number of critical oral and written presentations on various aspects of the course material and their own projects. Performance material will be experienced live when possible, and in text, video, digital media and Internet form, drawn from selected works of Dada and Surrealism, Bauhaus, German Expressionism, the Theater of the Absurd, Tanztheater, and Contemporary Theater, Performance, Dance, Opera, New Media, and Performance Art. A number of films, including *Das Cabinet des Dr. Caligari*, Oskar Schlemmer's *Das Triadische Ballett*, Fernand Léger's *Ballett Mécanique*, and Kurt Jooss' *Der Grüne Tisch*, will be also screened. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2007-08. Professor Gilpin.

61. Digital Cultures. This course examines the interactions between contemporary critical and cultural theory and digital cultures, addressing issues of identity construction, general corporeal vs. psychic presence, interactivity, bodily motion and motion capture, community, interface, performativity, duration, and representation. We will be looking at work produced internationally and will focus our attention on interactive projects created in Germany, where a tremendous amount of new media works have been created recently. We also will explore material from Websites and from recent international symposia and exhibitions of electronic art and will view a number of films. Readings will be drawn from theoretical, literary, philosophical, psychoanalytic, and architectural texts, as well as from multimedia-authoring texts, exhibition catalogs, and international cybermagazines. Students will develop and produce projects involving text, still and moving image, and sound, in digital format. No previous experience with computers is required. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2007-08. Professor Gilpin.

64. Architectures of Disappearance. This course will address a number of developments and transformations in contemporary urban architecture and performance from an international perspective. We will explore issues including, but not limited to, trauma, memory, absence, perception, corporeality, representation, and the senses in our examination of recent work in Germany and elsewhere, and read a number of texts from the fields of philosophy, critical theory, performance studies, and visual and architectural studies, in an attempt to understand how architecture is beginning to develop compositional systems in which to envision dynamic and responsive spaces in specific cultural contexts. We will focus our research on the work of a number of German and international architects, performance, and new media artists, including Jochen Gerz, Renata Stih and Frieder Schnock, Horst Hoheisel, Micha Ullman, Shimon Attie, Daniel Libeskind, Peter Eisenman, Rem Koolhaas, Greg Lynn, Mark Goulthorpe, R and Sie, Axel Kilian, Paul Privitera, Hani Rashid and Lise-Ann Couture, Herzog and de Meuron, Archigram, William Forsythe, Jan Fabre, Rachel Whiteread, Rebecca Horn, Sasha Waltz, Richard Siegal, Michael Schumacher, Robert Wilson, the Blix Brothers of Berlin, Pina Bausch, Granular Synthesis, Sponge, Rafael Lozano-Hemmer, Toni Dove, and many others. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2007-08. Professor Gilpin.

65. Making Memorials. This is a course about what happens to difficult memories: memories that are intensely personal, but made public, memories that belong to communities, but which become ideologically possessed by history, politics, or the media. How are memories processed into memorials? What constitutes a memorial? What gets included or excluded? How is memory performed in cultural objects, spaces, and institutions? What is the relationship between the politics of representation and memory? Who owns memory? Who is authorized to convey it? How does memory function? This course will explore the spaces in which memories are "preserved" and experienced. Our attention will focus on the transformation of private and public memories in works of architecture, performance, literature, and the visual arts primarily in Germany, Europe, and the United States. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2007-08. Professor Gilpin.

OTHER COURSES

77, 78. Senior Departmental Honors.
First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. The Department.

HISTORY

Professors Bezucha‡, Couvares, Czap‡, Dennerline, Hunt, Levin, Redding, Sandweiss (Chair), Servos, and K. Sweeney*; Associate Professors Epstein* and Saxton; Assistant Professors Castro Alves, López, Maxey, Moss*, and Ringer; Visiting Assistant Professor Payne; Visiting Lecturers Bunk, Walker and Wolverton.

History is the disciplined study of the past. Through it we seek to cultivate the human need to know where we have come from and to capture the ways in which the past both burdens and inspires humankind. History includes the study of diverse peoples and individuals in times vastly different from our own as well as the study of events that are currently unfolding. Studying history also involves the study of historians, their writing and their influence on our understanding of the past. Historical writing can focus on specific issues, such as ideas, belief systems, social and economic structures, political institutions, or the lives of ordinary as well as extraordinary men and women. It helps us acquire greater respect for the past and greater humility about the present, to appreciate the lesson that purposive actions often have unanticipated consequences, to reflect about the relationship between social structures and individual thought and action, and to question easy assumptions about the constancy of "common sense" or the inevitability of our own ideas and conventions. Although historians may concentrate their efforts on particular times and places, or emphasize different aspects of the past, they share an interest in change over time and in the rigorous use of methods and sources that help us to understand such change. Courses in this department aim to stimulate independent and creative thought both about the many varieties of history and the evidence from which those histories are crafted.

Major Program. History majors, in consultation with their advisors, design a course of study that combines a broad and meaningful distribution of historical subjects and methods with a concentration that develops analytical skills. All History majors are required to take nine courses. One of these must be History 99, taken normally in the junior or senior year, preferably after completion of two or more other history courses. Those majors who wish to write a thesis must fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, toward the completion of their thesis.

All History majors must include as one of their courses for the major a *seminar* in which they write a substantial research paper that conforms to the department's "Guidelines for Research Papers," and that is guided by individual consultation with the instructor. (History 99, *Proseminar in History*, does *not* fulfill this requirement.) A student who contemplates writing a thesis in the senior year must complete the research paper by the end of the junior year. A student not intending to write a thesis may delay taking an appropriate seminar and completing the paper until the senior year. In exceptional circumstances and with the approval of the student's advisor and Department, a student may write the research paper in a seminar at another institution or for a course not designated as a seminar (with the consent of the instructor), as long as the paper conforms to the department's "Guidelines for Research Papers."

Concentration within the major. In completing their major, history students must take four courses either in the history of one geographical region (chosen from

---

*On leave 2007-08.
‡On leave second semester 2007-08.

the six possibilities listed below), or in the history of a particular historical topic (for example, colonialism or nationalism), or in a comparative history of two or more regions, chosen by the student. The geographical regions are as follows: 1) the United States (US); 2) Europe (EU); 3) Asia (AS); 4) Africa and the diaspora (AF); 5) Latin America and the Caribbean (LA); 6) the Middle East (ME). Each student shall designate a concentration in consultation with his or her advisor.

Breadth requirements for the major. History majors must take courses from at least three of the six geographical regions listed above. In addition, all majors must take either two courses that focus on a pre-1800 period(ᴾ) or one pre-1800 course and one course in comparative history(ᶜ).

Comprehensive Evaluation. Students writing senior theses thereby fulfill the Department's comprehensive requirement. Other majors will demonstrate before the middle of their last semester both general and special historical knowledge in essays assigned and read by an evaluating committee of Faculty, and discussed in a colloquium of seniors and Faculty members.

Departmental Honors Program. The Department recommends Latin Honors for seniors who have achieved distinction in their course work and who have completed a thesis of Honors quality. Students who are candidates for Latin Honors will normally take two courses, History 77 and History 78, in addition to the courses required of all majors. With the approval of the thesis advisor, a student may take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her thesis.

Course Levels in the Department of History. *Introductory level* courses assume little or no previous college or university level experience in studying history either in general or in the specific regions covered by the courses. They are appropriate both for students new to the Department's offerings and for those who wish to broaden their historical knowledge by studying a region, topic, or period that they have not previously explored. *Intermediate level* courses usually focus on a narrower region, topic, or historical period. Although most intermediate level courses have no prerequisites (see the individual course listings), they assume a more defined interest on the part of the student, and are appropriate for those who wish to enhance their understanding of the specific topic as well as their analytical and writing skills. *Seminars* (upper-level courses) usually require the student to complete an independent research paper that satisfies the "Guidelines for Research Papers." They are appropriate both for history majors as a way of fully comprehending and practicing the craft of the historian, as well as for non-history majors who wish to pursue a topic in depth.

Key for concentration and breadth requirements for the major: US (United States); **EU** (Europe); **AS** (Asia); **AF** (Africa and the diaspora); **LA** (Latin America and the Caribbean); **ME** (Middle East); **ᴾ** (Pre-1800); ᶜ (Comparative).

INTRODUCTORY COURSES

03. Europe in the Twentieth Century. (EU) This course offers a broad survey of European history in the twentieth century. It will cover events such as World War I; the Bolshevik Revolution and the ensuing Soviet experiment; the Spanish Civil War; Nazism, World War II, and the Holocaust; the Cold War in Europe; the collapse of communism; and the Balkan Wars in the 1990s. In addition, the course will focus on the broad themes of twentieth-century European history:

the confrontation between liberalism, fascism, and communism; the role of nationalism; the development of the welfare state; the decline of Europe's role in the world; the movement for European unity; and changing notions of race, class, and gender during the course of the century. Course materials will focus on primary documents, including films, memoirs, novels, political manifestos, and government and other official documents.

Limited to 60 students. Omitted 2007-08. Professor Epstein.

04. Europe at the Zenith of World Power. (EU) A survey of European history in the century separating the end of the French Revolutionary and Napoleonic wars (c. 1813-1815) from the outbreak of the First World War in 1914. The course explores two principal themes: first, the contested development of "nationality" and "nation" states; and, secondly, the trajectory of overseas expansion, imperialism and empire which historians today characterize as the first era of globalization. Two class meetings per week.

Omitted 2007-08. Professor Bezucha.

05. Russia: A History of Russia Until Approximately 1800. (EU^{P}) An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. The course will consider new thinking about the course of Muscavite and Imperial history in light of the recent disappearance of the imperial structure of the Soviet state. Three class meetings per week.

Omitted 2007-08. Professor Czap.

06. Russia: A History of Late Imperial and Soviet Russia. (EU) As Russia struggles today to redefine itself as a democratic, non-imperialist multi-ethnic state and nation with a market-oriented economy, the country's experience at the turn of the century and the early years of the Soviet era have taken on urgent relevance for Russian scholars, politicians and economists. The course will examine Russia's economic take-off and superindustrialization; collapse of the autocracy and moves toward constitutional monarchy and "Soviet democracy"; land reform and forced collectivization; Russification and Soviet multi-nationalism; ideologies of reform and revolution. We will also consider new interpretations of the 1917 Revolution that have emerged since the collapse of the Soviet Union. Two class meetings per week.

Omitted 2007-08. Professor Czap.

08. Colonial North America. (US^{P}) A survey of early American history from the late 1500s to the mid-1700s. The course begins by looking at Native American peoples and their initial contacts with European explorers and settlers. It examines comparatively the establishment of selected colonies and their settlement by diverse European peoples and enslaved Africans. The last half of the course focuses on the social, economic, political, and cultural conditions influencing the rise of the British colonies. Three class meetings per week.

Omitted 2007-08. Professor Sweeney.

09. Nineteenth-Century America. (US) A survey of American history from the early national period to the turn of the century, with an emphasis on social history. The course will trace the growth of slavery, the dispossession of Native Americans, Civil War and Reconstruction, the rise of postwar large-scale industry, and big cities. Topics will include changing ethnic, racial, gender, and class relations, the struggles between labor and capital, and the emergence of middle-class culture. The format will include lectures and weekly discussions;

readings will be drawn from both original and secondary sources. Two class meetings per week.

Omitted 2007-08. Professor Saxton.

10. Twentieth-Century America. (US) The course traces United States political, social, and cultural history from 1900 to the present. Among the topics covered are the rise of the modern corporation, class conflict and the Progressive movement; immigration, ethnic pluralism, and the rise of mass culture; the Great Depression and the New Deal; World War II, the Cold War, and McCarthyism; the civil rights and women's movements, the New Left, the New Right, and the continuing inequalities of race and class. Films and videos will regularly supplement class readings. Three class meetings per week.

Limited to 40 students. First semester. Professor Couvares.

11. Black Diaspora from Africa to the La Escalera Conspiracy. (LA^P or AF^P) (Also Black Studies 21.) This course maps the range of black experiences in Latin America and the Caribbean from the emergence of Atlantic slave-based economies in the sixteenth century to the 1844 slave conspiracy of La Escalera in Cuba. It treats the Atlantic Ocean as a crossroads of diverse cultures and as a point of reference for understanding the condition of Africans and people of African descent. Topics of discussion will include the rise of the transatlantic slave trade, slave and free black communities, the meaning of Africa and African culture, changing ideas of freedom, and forms of black activism. We will read Alejo Carpentier's historical novel *The Kingdom of This World* (1949), slave narratives and monographic works on the British colony of Demerara (today Guyana), Mexico, Peru, Jamaica, Brazil, Haiti and Cuba. Two class meetings per week.

First semester. Professor Castro Alves.

12. Black Diaspora from Emancipation to the Present. (LA or AF) (Also Black Studies 33.) This course explores the historical roots of contemporary racial formations in Latin America and the Caribbean. It focuses particularly on the black experiences, inter-ethnic conflicts and racial solidarities in Brazil, Cuba, Jamaica, Haiti and Puerto Rico from the mid-nineteenth century to the present. Topics of discussion will include the struggles for emancipation from slavery, black notions of sovereignty, forms of black nationalism, Pan-Africanism, and political radicalism. We will examine a multiplicity of historical sources, including novels, music, film, personal testimonies, and historical monographs in order to understand the black diaspora as both an historical process and as a seedbed for various identities, racial cultures and political projects. Two class meetings per week.

Second semester. Professor Castro Alves.

14. Struggles for Democracy in Modern Latin America, 1820 to the Present. (LA) This course will consider the historical struggle for democracy in various Latin American countries. Students will critically engage major themes and historical periods in modern Latin America. In terms of periodization, we pay particular attention to the relationship between Liberalism and democracy during the 19th century; the broadening of democracy at the start of the 20th century; the rise and fall of military dictatorships in the 1960s-80s; and the current clashes between neo-Liberal economic programs and the neo-populist resurgence of the Left. Major themes that carry across these time periods include the ways broad economic and political shifts impacted individuals' lives; how each economic class experienced these shifts differently; the way race and gender have shaped peoples' experience with democratization and repression; and the personal processes of radicalization among slaves, workers, students, and peasants who rose up to demand inclusion and against repression. Discussion will draw on secondary studies, historical documents, testimonials, music, images, film, and media coverage. Two class meetings per week.

First semester. Professor López.

15. Chinese Civilization. (AS^P) (Also Asian 24.) A survey of Chinese history from ancient times to the eighteenth century. We will focus on texts and artifacts to explore the classical roots and historical development of Chinese statecraft, philosophy, religion, art, and literature. Using these media for evidence, we will trace the histories of inter-state relations, imperial institutions, global commerce, and family-based society through the ancient Han empire, the great age of Buddhism, the medieval period of global trade, and the Confucian bureaucratic empires that followed the Mongol world conquest. We will also compare these histories to those of European and other civilizations, considering Chinese and non-Chinese views of the past. Readings include the *Analects of Confucius* and other Confucian and Daoist texts, Buddhist tales and early modern fiction, selections from the classic *Records of the Grand Historian (Shiji)*, and Jonathan Spence's *Emperor of China: Self-portrait of Kangxi*. Two class meetings per week.

First semester. Professor Dennerline.

16. Modern China. (AS) (Also Asian 46.) A survey of Chinese history from the Manchu conquest of 1644 to the present. Beginning with the successes and failures of the imperial state as it faced global economic development, expanding European empires, and internal social change, we will study the Opium War, massive nineteenth-century religious rebellions, Republican revolution and state-building, the "New Culture" movement, Communist revolution, the anti-Japanese war, Mao's Cultural Revolution, and the problems of post-Mao reform, all with comparative reference to current events. Readings, which include a wide variety of documents such as religious and revolutionary tracts, eye-witness accounts, memoirs, and letters, are supplemented by interpretive essays and videos. Two class meetings per week.

Second semester. Professor Dennerline.

17. Japanese History to 1700. (AS^P) (Also Asian 25.) This course surveys the societies, cultures, and traditions of the Japanese archipelago from pre-history to 1700. We will examine critical themes in early Japanese history, including the rise of the Yamato court, influences from the Chinese continent and Korean peninsula, the Heian court, the emergence of samurai rule, as well as the civil wars and cosmopolitanism of the sixteenth century, concluding with the pacification of the realm under the Tokugawa shoguns in the seventeenth century. We will read eighth-century mythology, Heian court literature, chronicles of war, as well as religious and philosophical texts, asking how they refract the diverse experiences of early Japanese history. Classes will entail lectures coupled with close readings and discussion. Requirements include short response papers and topical essays. Three class meetings per week.

First semester. Professor Maxey.

18. Modern Japanese History: 1800-2000s. (AS) (Also Asian 47.) This course introduces the modern history of the Japanese archipelago, from the late Tokugawa period through the rise of the modern Meiji nation-state, colonial expansion and total war. We will conclude with the postwar economic recovery and the socio-political challenges facing the Japanese nation-state in the early 2000s. Along the way, we will explore in the specific context of Japanese history themes that are relevant to modern societies, including the collapse of a "traditional" regime, industrialization, imperialism, feminism, nationalism, war, and democracy. Classes will consist of lectures along with close readings and discussions that engage primary texts, scholarship, and film. Requirements include short response papers and topical essays. Three class meetings per week.

Second semester. Professor Maxey.

19. Middle Eastern History: 600-1800. (ME^{P}) (Also Asian 26.) This course surveys the history of the Middle East from the outset of the Islamic period to the beginning of the modern period. It is divided into the following segments: the formative period of Islam, the classical caliphates, the medieval courts, the Mongols, and the great empires of the Ottomans and the Safavids. The course is organized chronologically and follows the making and breaking of empires and political centers; however, the focus of the course is on the intellectual, social, cultural and religious developments in these periods. Two class meetings per week.

First semester. Professor Ringer.

20. The Modern Middle East: 1800-Present. (ME) (Also Asian 48.) This course surveys the history of the Middle East from 1800 to the present. The focus is on the political, social and intellectual trends involved in the process of modernization and reform in the Middle East. General topics include the Ottoman Empire and its decline, the impact of European imperialism and colonialism, programs of modernization and reform, the construction of nationalism and national identities, Islamism, development and contemporary approaches to modernity. Two class meetings per week.

Second semester. Professor Ringer.

22. Colonial and Post-Colonial Africa. (AF) (Also Black Studies 47.) This is a history of Africa from the late nineteenth century to the present day. In the first half of the course, we will study the imperial scramble to colonize Africa, the integration of African societies into the world economy, the social and medical impact of imperial policies, and the nationalist struggles that resulted in the independent African states. We will also examine the divisiveness of ethnicity in post-colonial states. In the final half of the course, we will investigate three cases: Congo-Zaire-Democratic Republic of Congo and the state as a source of chaos; the cultural and political dynamics of racial and individual identity in Botswana; and the historical background of the recent troubles and land-seizures in Zimbabwe. Three class meetings per week.

Second semester. Professor Redding.

23. Race, Redicalism, and African American Culture from the Depression to the Civil Rights Movement. (US) (Also Black Studies 59.) See Black Studies 59.

First semester. Visiting Lecturer Walker.

INTERMEDIATE-LEVEL COURSES

29. The Reformation Era, 1500-1660. (EU^{P}) The course begins with writings by the great reformers (Erasmus, Luther, Calvin, and Loyola), using them as a basis for examining the relationship between religious ideas, individual temperament, and social, political, and cultural change. It then takes up the connection between Protestantism and the printing press, the role of doctrinal conflict in the evolution of urban institutions, the rise of antisemitism, the significance of the Reformation for urban women, the social impact of the Counterreformation, and the role of religious millenarianism in the German Peasants'

Revolt of 1525, the English Revolution of 1640, and the Thirty Years' War. Readings include several classic interpretations of the Reformation as well as recent works in social history, urban history, women's history, and the history of popular culture. Two class meetings per week.

Second semester. Professor Hunt.

30. The European Enlightenment. (EU^P) This course begins with the political, social, cultural and economic upheavals of late seventeenth-century England, France, and the Netherlands. The second part of the course will look at the Enlightenment as a distinctive philosophical movement, evaluating its relationship to science, to classical antiquity, to organized religion, to new conceptions of justice, and to the changing character of European politics. The final part will look at the Enlightenment as a broad-based cultural movement. Among the topics discussed here will be the role played by Enlightened ideas in the French Revolution, women and non-elites in the Enlightenment, the rise of scientific racism, pornography and libertinism, and the impact of press censorship. Readings for the course will include works by Descartes, Locke, Montesquieu, Voltaire, Rousseau, Diderot, Hume, Adam Smith, Choderlos de Laclos, Kant and Madame Roland. Two class meetings per week.

First semester. Professor Hunt.

32. The Era of the French Revolution. (EU^P) The history of France during the thirty turbulent years separating the start of the ill-fated reign of Louis XVI in 1774 and the imperial coronation of Napoleon Bonaparte in 1804. Two class meetings per week.

First semester. Professor Bezucha.

33. Modern Germany. (EU) This course will explore the history of Germany since 1871. It will examine unification, as well as militarism and colonialism in Imperial Germany; Germany in World War I; the politics of culture in Weimar Germany; Nazi Germany, including Nazi racial ideology, World War II, and the Holocaust; communist East Germany and the revolution of 1989; and the evolution of democracy in West and now united Germany. The course will consider major questions of modern German history: Did Germany pursue a peculiar path of development in the nineteenth century? Was the Nazi rise to power inevitable? How did the Nazi past shape East and West Germany? How did Germany become a stable democracy after 1945? Finally, the course will explore recurring themes in German history such as authoritarianism and dictatorship, and continuities and ruptures in political, social, and cultural history. Texts will include films, slides, fiction, memoirs, diaries, government documents, and classic and recent secondary accounts. Two class meetings per week.

Omitted 2007-08. Professor Epstein.

34. Nazi Germany. (EU) This course will explore the history of Nazi Germany from 1933 to 1945. It will examine the emergence of Hitler and Nazism in Germany, Nazi ideology and aesthetics, Nazi racial policies, daily life in the Third *Reich*, women under Nazism, resistance to the Nazis, Nazi foreign policy and World War II, the Holocaust, and the Nuremberg War Crimes Trial. Class participants will also discuss themes that range beyond the Nazi case: How do dictatorships function? What constitutes resistance? How and why do regimes engage in mass murder? Texts will include films, diaries, memoirs, government and other official documents, and classic and recent scholarly accounts of the era. Three class meetings per week.

Limited to 60 students. Omitted 2007-08. Professor Epstein.

35. From Habsburg to Hitler: Bohemian Politics, 1848-1948. (EU) This course explores the complex, sometimes comic, and ultimately tragic history of Bohemia, a territory that is located today in the Czech Republic, but previously was a part of the Habsburg Monarchy, of Czechoslovakia, and of Hitler's Third Reich. We will begin with the Revolution of 1848, and progress first through the stunning achievements and worrisome trends of Emperor-King Francis Joseph's 68-year reign, then through the horrors and hopes of two world wars, national self-determination, fascism, genocide, mass expulsion, and the onset of the Cold War. Throughout the course, emphasis will lie on understanding Bohemia's two national movements, Czech and German, as well as how those linked movements eventually succeeded, despite modest beginnings, in dominating Bohemian politics as a whole. Readings will come from many primary sources and a few secondary ones. Class meetings will feature a combination of lecture and discussion. Please come ready to ask questions and to answer them. Two class meetings per week.

Second semester. Visiting Professor King of Mount Holyoke College.

36. Modern Spain. (EU) This course explores the history of Spain from the Napoleonic period (1808) through the transition to democracy in the 1970s. The class will focus on significant topics within this time frame including the process of decolonization during the nineteenth century, the social and cultural changes of the early twentieth century, the Spanish Civil War, the rise of regional nationalisms, the dictatorship of Francisco Franco and the transition to democracy. We will utilize secondary readings and discussion along with a variety of primary source texts including literature and film. Knowledge of Spanish is not required. Two class meetings per week.

Second semester. Visiting Lecturer Bunk.

37. Material Culture of American Homes. (US^P) (Also Art and Art History 33.) Using architecture, artifacts, visual evidence and documentary sources, the course examines social and cultural forces affecting the design and use of domestic architecture, home furnishings, and domestic technology in the eastern United States from 1600 to 1960. In addition to providing a survey of American domestic architecture, the course provides an introduction to the study of American material culture. Field trips to Historic Deerfield, Old Sturbridge Village, Hartford, Connecticut, and sites in Amherst form an integral part of the course. Two class meetings per week.

Limited to 25 students. Omitted 2007-08. Professor Sweeney.

38. The Era of the American Revolution. (US^P) Surveying the period from 1760 to 1815, this course examines the origins, the development and the more immediate consequences of the American Revolution. The course looks at the founding of the American republic as an intellectual debate, a social movement, a military conflict, an economic event and a political revolution. Three class meetings per week.

Omitted 2007-08. Professor Sweeney.

39. Native American Histories. (US^P) This course examines selectively the histories and contemporary cultures of particular groups of American Indians. It will focus on Algonquian- and Iroquoian-speaking native peoples of the east in the period from 1600 to 1800; Indians of the northern plains during the 1800s and 1900s; and the Pueblo and Navajo peoples from the time before their contacts with Europeans until the present day. Through a combination of readings, discussions, and lectures, the course will explore the insights into Native American

cultures that can be gained from documents, oral traditions, artifacts, films and other sources. Two class meetings per week.
Omitted 2007-08. Professor Sweeney.

41. African-American History from the Slave Trade to Reconstruction. (US; or may be included in AF concentration, but not AF for distribution in the major) (Also Black Studies 57.) See Black Studies 57.
Combined enrollment limited to 50 students. Omitted 2007-08. Professor Moss.

42. African-American History from Reconstruction to the Present. (US; or may be included in AF concentration, but not AF for distribution in the major) (Also Black Studies 58.) See Black Studies 58.
Combined enrollment limited to 50 students. Omitted 2007-08. Professor Moss.

44. The Old South, 1607-1876. (US^P) This course will examine southern culture, politics and economic life from its origins up to the Civil War. Primary and secondary readings will cover issues including Indian slavery and the roots of African slavery, the development of a distinctive Afro-American culture, the rise of a planter aristocracy based on staple crop cultivation, and the evolution of a westward expanding backcountry acquired from Native people. The course will focus on the growth and expression of southern ideas of freedom as they played out in the Revolution, Indian removal, and the sectional crisis. Two class meetings per week.
Omitted 2007-08. Professor Saxton.

45. Women's History, America: 1607-1865. (US^P) (Also Women's and Gender Studies 63.) This course looks at the experiences of Native American, European and African women from the colonial period through the Civil War. The course will explore economic change over time and its impact on women, family structure, and work. It will also consider varieties of Christianity, the First and Second Awakenings and their consequences for various groups of women. Through secondary and primary sources and discussions students will look at changing educational and cultural opportunities for some women, the forces creating antebellum reform movements, especially abolition and feminism, and women's participation in the Civil War. Two class meetings per week.
Omitted 2007-08. Professor Saxton.

46. Women's History, America: 1865 to Present. (US) (Also Women's and Gender Studies 64.) This course begins with an examination of the experience of women from different racial, ethnic and economic backgrounds during Reconstruction. It will look at changes in family life as a result of increasing industrialization and the westward movement of settler families, and will also look at the settlers' impact on Native American women and families. Topics will include the work and familial experiences of immigrant women (including Irish, Polish, and Italian), women's reform movements (particularly suffrage, temperance, and anti-lynching), the expansion of educational opportunities, and the origins and programs of the Progressives. The course will examine the agitation for suffrage and the subsequent splits among feminists, women's experiences in the labor force, and participation in the world wars. Finally, we will look at the origins of the Second Wave and its struggles to transcend its white middle-class origins. Two class meetings per week.
Second semester. Professor Saxton.

47. Women and Politics in Twentieth-Century America. (US) (Also Women's and Gender Studies 67.) This course will ask how the entry of women and their concerns has altered politics over the past century. We will look at a number of political battles women have fought over the last one hundred years, beginning with suffrage, and including protective legislation and benefits for mothers and children. We will look at women's experiences in the Civil Rights and anti-war movements and the development of Second Wave Feminism as well as the many feminisms that emerged in its wake. Students will study the backgrounds of, and engage in debate about, a number of current battles including those over reproductive rights, pornography, and sexual harassment. We will make an effort to relate these controversies to earlier themes in twentieth-century women's politics. Two class meetings per week.

Limited to 25 students. Omitted 2007-08. Professor Saxton.

48. Historical Perspectives on Criminal Justice and the U.S. Economy. (US) This course will look at the development of our penal system and place it in the context of the economic and political development of the U.S. We will begin with the introduction of the penitentiary in the antebellum period at a time of extraordinary economic expansion and optimism about social institutions. After the Civil War we will look at changing ideas of criminal control as rapid industrialization in the North and large waves of immigration produced labor unrest and unprecedented urban poverty. We also explore the convict-lease system in the post-emancipation "New South" after the abandonment of hopes for Reconstruction. We will look at Progressives' creation of the juvenile justice system at the turn of the century as well as ideas linking criminality with heredity. The course will conclude by examining the current boom in prison populations and place this growth in the context of our post-industrial economy and growing economic inequality. The course will be conducted inside a correctional facility and enroll an equal number of Amherst students and residents of the facility. Permission to enroll will be granted on the basis of a questionnaire and personal interview with the instructor. Amherst students studying the philosophical and material development of the penal system within the Northampton jail in the company of incarcerated men will get the benefit of their fellow students' personal experience of that system. The setting creates the unique pedagogical opportunity to bring together the two perspectives. One class meeting per week.

Admission with consent of the instructor. Limited to 12 students. First semester. Professor Saxton.

49. American Diplomacy I. (US) (Also Political Science 36.) To better understand the present commanding position of the United States in world politics, this course will examine critical historical moments in its foreign policy. In general, we will explore the variety of ways in which historians and political scientists have sought to explain foreign policy up to America's initial rise to world power during the Spanish-American War and the First World War. If foreign policy is the face American society presents to the rest of the world, how has this been manifested historically? Has the manifestation of American foreign policy been continuous and consistent or has it been filled with contradictions and paradoxes? Can the current policy of unilateralist globalism be traced to the nineteenth century when American statesmen sought to safeguard their nation's interests as they saw them by shunning great power entanglements and quarrels, and, at the same time, by constantly promoting territorial expansion, annexation, conquest and foreign markets? Or conversely, can the current unilateralist policy be more accurately traced to the eighteenth-century ideology of Providence and the nineteenth-century concept of Manifest Destiny, both of which saw America as the redeemer nation, part of a higher purpose, with a transcendent mission and status? Specifically, we will assess the combined significance of geography, social class, racism as well as religious and secular values on American diplomacy; investigate the major domestic political, social, economic and intellectual trends and impulses towards and against an imperial or imperialist foreign policy; analyze competing visions for conquests or interventions as advocated by various American elites; examine the methods used to extend the nation's borders, foreign trade and international influence; and seek to understand the impact of key foreign policy moments on American society's institutions, culture and human rights record during this period. Among the topics to be considered are the Federalist-Anti-Federalist debates over the scope of constitutional constraints on foreign policy, the political and diplomatic crises of the 1790s, the diplomacy of Jefferson and Madison, the Monroe Doctrine, the Mexican War, the Civil War, late nineteenth-century American imperialism as well as the great power diplomacies of Theodore Roosevelt and Woodrow Wilson. One class meeting per week.

Omitted 2007-08. Professors Levin and Machala.

50. American Diplomacy II. (US) (Also Political Science 38.) Using the methods of diplomatic history and political science, this course will explore the evolution of American diplomacy from the Paris Peace Conference of 1919 to the Korean War. Our central concern will be to understand how and why the United States, having rejected Wilson's vision of American world leadership in and through the League of Nations, nonetheless emerged thirty years later as the leading global power. Among the topics we will examine are the rise in the 1920s and 1930s of an isolationist reaction to Wilsonian ideology and to America's role in the First World War; the development and eventual victory of a counter-isolationist movement by President Franklin Roosevelt in the face of the challenge posed by the rise of fascism and the expansion of Nazi Germany and Imperial Japan; the reasons for American entry into World War II and the nature of the alliance of the United States with Great Britain and the Soviet Union formed to fight that war; the origins of the Cold War and the debates over America's emerging role as the leader of an anti-Soviet coalition in Europe; and the domestic controversy created by the expansion of the Cold War to Asia in the context of the victory of the Chinese Communist Revolution, the war of the Communist Vietminh against France in Indochina, and the coming of the Korean War. One class meeting per week.

Requisite: Some prior course work in American Diplomacy, or World Politics, or American Foreign Policy. Limited to 40 students. Not open to first-year students. Omitted 2007-08. Professors Levin and Machala.

51. American Diplomacy III. (Also Political Science 47.) (US) Using the methods of diplomatic history and political science, this course will explore the evolution of American diplomacy from the end of the Korean War to the end of the Cold War. Our central concern will be to understand how and why the United States was able to emerge from decades of dangerous bipolar conflict into a position of unipolar predominance. Among the topics we will examine are the globalization of the Cold War under Eisenhower and Kennedy; the Cuban Missile Crisis; the escalation of the Vietnam War under Kennedy and Johnson and the domestic conflict over Vietnam; the efforts of Nixon and Kissinger to use detente with the Soviet Union, the opening to China, and step-by-step diplomacy in the Middle East to stabilize the Cold War and to achieve a peace in Vietnam consonant with American interests; the American defeat in South East Asia and its consequences under Ford and Kissinger; Carter's achievements in Panama and the Middle East, and the origins of the Carter Doctrine amidst the crises of 1979-1980; the revitalization of American diplomacy under Reagan and the domestic conflict over policy in Central America; and Reagan, Bush and Gorbachev and the ending of the Cold War on American terms. One class meeting per week.

Admission preference given to students who have taken American Diplomacy I or II, Colloquium 18 or 19, or Political Science 13, 20 or 35. Limited to 40 students. Not open to first-year students. First semester. Professors Levin and Machala.

53. Popular Revolution in Modern Mexico. (LA) Few countries are as well known, yet so poorly understood, as is Mexico among North Americans. Stereotypes of illegal immigration, violence, and drug smuggling often take the place of real understanding. As a result, few North Americans appreciate their neighbor's historical struggles to achieve political stability and economic prosperity. The goals of the course are two-fold: (1) to provide students with a general overview of the course of Mexican history, focusing not only on the dominant narrative, but also on the experience of subaltern groups (including women, indigenous peoples, peasants, and those from the periphery); and (2) to grapple with the question of what genuine social revolution looks like, how it unfolds, and to what degree it has been attained in Mexico. Discussions and secondary readings will be supplemented by original documents, testimonials, on-line materials, movies, images, music, and art. Two class meetings per week.

Second semester. Professor López.

54. Environmental History of Latin America. (LA) Environmental history has taken off in exciting new directions. Lamentations about the felling of the trees have given way to larger questions that connect environmental history with social, political, and economic issues. What unexpected links exist between environmental problems (such as environmental degradation, desertification, soil salination, species extinction, biotic invasions, deforestation, and animal grazing) and human problems (such as declining subsistence, income inequality, scientific racism, regional underdevelopment, incomplete capitalist transformation, social marginalization, and political violence)? Taking environmental history seriously forces us to revise our understanding of social changes, the rise and fall of civilizations, and contemporary problems of political instability. And putting current environmental debates into historical context enables us to ask: What models of environmental activism have worked in Latin America, and which have not? Why? Can history guide us in our current efforts to develop a sustainable approach to the environment that helps the land and its fauna but does so in a way that brings greater justice and self-determination to the people who live there, while at the same time balancing the interests of the state and of investors? Discussion and secondary readings will be supplemented by original documents, testimonials, on-line materials, movies, images, and art. Two meetings per week.

Second semester. Professor López.

55. Japan as Empire, 1895-1945. (AS) (Also Asian 45.) As Japan pursues a permanent seat on the United Nations Security Council today, its past as a multiethnic empire looms large in East Asia. Japan acquired its first colonial territory following the Sino-Japanese War of 1895, and until its defeat in 1945 the acquisition and administration of a colonial empire shaped Japanese life at all levels. Post-1945 history has tended to sequester the experience of empire as an aberration that belonged only to the domain of international relations. Challenging such a view, this course asks how imperialism was intimately related to Japan's modern politics, economic development, and cultural production. We will first consider the origin and acquisition of an empire, then examine how securing and administering that empire produced its own logic for expansion. Throughout, we will ask how a colonial-empire, with its complex identity politics, shaped the

Japanese experience. Course materials will include literature and film, as well as scholarship and primary documents. Two class meetings per week.
First semester. Professor Maxey.

57. China in the World, 1895-1919. (AS) (Also Asian 49.) In 1895 the emergent Japanese empire imposed a humiliating defeat on the declining Qing empire in China, began the colonization of Korea and Taiwan, and set in motion the reformist and revolutionary trends that would shape the political culture of the Chinese nation in later times. In 1919, concessions by the Chinese warlord regime in Beijing to Japan at Versailles sparked the student movement that would further radicalize the political culture and ultimately divide the nation politically between Nationalist and Communist regimes. This course focuses on the intellectual, cultural, political, and economic issues of the era in between, when, despite the weakness of the state, the creative visions and efforts of all informed people were in line with those of progressives throughout the world. We will explore these visions and efforts, with special reference to national identities, civil society, and global integration, and we will consider their fate in wartime, Cold War, and post-Cold War Asia. Two class meetings per week.
First semester. Professor Dennerline.

58. Religion and Society in Greater China. (AS) (Also Asian 50.) This course will focus on religious beliefs and practices in Chinese communities, past and present, in China and abroad. The goal is to develop comparative perspectives on the varieties of religious activity in Chinese societies by studying them in local and global contexts. Among the issues to be considered are the following: (1) Is there such a thing as "Chinese religion" as distinct from the specific rites and doctrines of Buddhism or Taoism? (2) What has been the role of states in shaping religion in China? What have been the roles of Confucianism, Nationalism, and Communism? (3) How are the activities of local cults related to particular social or political interests? (4) How are the beliefs and practices of household religion and ancestor worship compatible with or contradictory to those of Buddhism, Christianity, and Islam? (5) How do current religious developments in Chinese communities support or oppose what political analysts call "civil society"? Reading, discussion, and individual research projects. Two class meetings per week.
Second semester. Professor Dennerline.

59. Topics in Tokugawa Japan. (AS^P) (Also Asian 51.) This course examines significant topics in Tokugawa Japan, a vibrant period of social, cultural, and economic change stretching from 1600 to 1868. We will study topics such as the rise of the Tokugawa shogunate, urban life and culture, economic development, and intellectual and religious conversations. As we examine the structure of Tokugawa society, its economic developments, and cultural productions such as puppet-theater and popular literature, we will challenge preconceptions about "traditional" Japan and emphasize the important currents of change, conflict, and crisis. In addition to reading primary texts in translation, we will also explore different modes of historical analysis: material/economic, intellectual/cultural, and political. Classes will entail lectures coupled with close readings and discussion. Short response papers and one longer paper (10-12 pages) on a topic chosen by the student are required. Two class meetings per week.
Omitted 2007-08. Professor Maxey.

60. Early Islam: Construction of an Historical Tradition. (ME^P) (Also Asian 55.) This course examines in depth the formative period of Islam between c. 500-680. Using predominantly primary material, we will chart the emergence, success, and evolution of Islam, the Islamic community, and the Islamic polity. The focus of this course is on understanding the changing nature over time of peoples' understanding of and conception of what Islam was and what Islam implied socially, religiously, culturally and politically. We concentrate on exploring the growth of the historical tradition of Islam and its continued contestations amongst scholars today. This course will familiarize students with the events, persons, ideas, texts and historical debates concerning this period. It is not a course on the religion or beliefs of Islam, but a historical deconstruction and analysis of the period. Two class meetings per week.

Omitted 2007-08. Professor Ringer.

61. The History of Israel. (ME) This course will survey the history of Israel from the origins of Zionism in the late nineteenth century to the present. Two class meetings per week.

Second semester. Professor Levin.

62. Women in the Middle East. (ME) (Also Asian 63 and Women's and Gender Studies 62.) The course examines the major developments, themes and issues in women's history in the Middle East. The first segment of the course concerns the early Islamic period and discusses the impact of the Quran on the status of women, the development of Islamic religious traditions and Islamic law. Questions concerning the historiography of this "formative" period of Islamic history, as well as hermeneutics of the Quran will be the focus of this segment. The second segment of the course concerns the 19th- and 20th-century Middle East. We will investigate the emergence and development of the "woman question," the role of gender in the construction of Middle Eastern nationalisms, women's political participation, and the debates concerning the connections between women, gender, and religious and cultural traditions. The third segment of the course concerns the contemporary Middle East, and investigates new developments and emerging trends of women's political, social and religious activism in different countries. The course will provide a familiarity with the major primary texts concerning women and the study of women in the Middle East, as well as with the debates concerning the interpretation of texts, law, religion, and history in the shaping of women's status and concerns in the Middle East today. Two class meetings per week.

First semester. Professor Ringer.

63. State and Society in Africa Before the European Conquest. (AF^P) (Also Black Studies 48.) Africa has been called by one historian the social laboratory of the human species; the continent has been the birthplace of some of the oldest known and most various civilizations on the earth. Art, trade, small-scale manufacturing, medical knowledge, religion, history and legend all flourished before the formal political takeover of the continent by Europeans in the late nineteenth century, and continue to have a decisive impact on African societies today. It is the variety of social organization in Africa in the period before 1885 that this course will examine. Initially, we will investigate the notion of "tribe" and its relationship to language and identity. We will look at some historical myths and their impact on researching and writing the history of precolonial Africa. The bulk of the course will focus on four broad topics to be discussed in depth: domestic slave systems and the slave trade in precolonial Africa; the interaction of religion and power on the development of the kingdom of Kongo and the Sahel states; the genesis of the Zulu state in southern Africa and its significance in the early 1800s; and the changing roles of women in various regions in the period before 1885. Two class meetings per week.

Omitted 2007-08. Professor Redding.

64. Introduction to South African History. (AF^P) (Also Black Studies 49.) This course will explore major themes in the history of a historically troubled but intriguing country. It will begin by examining evidence regarding indigenous cultures, move on to study the initiation and expansion of white settlement and African resistance, the effects of gold-mining, the development of racially based conflict, and African nationalism and responses to apartheid. The course will end with discussions of recent events in South Africa, particularly the Truth and Reconciliation Commission and its aftermath, as well as the AIDS epidemic. Roughly half the semester will be spent on the pre-industrial period (until 1869), and half on the period after the major mineral discoveries through to the present. Two class meetings per week.

Second semester. Professor Redding.

66. Disease and Doctors: An Introduction to the History of Western Medicine. (^{C}) Disease has always been a part of human experience; doctoring is among our oldest professions. This course surveys the history of Western medicine from antiquity to the modern era. It does so by focusing on the relationship between medical theory and medical practice, giving special attention to Hippocratic medical learning and the methods by which Hippocratic practitioners built a clientele, medieval uses of ancient medical theories in the definition and treatment of disease, the genesis of novel chemical, anatomical, and physiological conceptions of disease in the early modern era, and the transformations of medical practice associated with the influence of clinical and experimental medicine in the nineteenth century. The course concludes by examining some contemporary medical dilemmas in the light of their historical antecedents. Two class meetings per week.

First semester. Professor Servos.

67. Turning Points in the History of Science. (EU^P) An introduction to some major issues in the history of science from antiquity to the twentieth century. Topics will include the genesis and decay of a scientific tradition in Greco-Roman antiquity, the reconstitution of that tradition in medieval Europe, the revolution in scientific methods of the seventeenth century, and the emergence of science as a source of power, profit, and cultural authority during the past century. Two class meetings per week.

Omitted 2007-08. Professor Servos.

68. Science and Society in Modern America. (US) A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.

Second semester. Professor Servos.

69. Public History in the United States. (US) This course examines the many ways Americans encounter their pasts—in textbooks, films, monuments, museums, historic sites, and public policy. The versions of history presented in these public forums challenge and augment the interpretations of professional historians, and raise questions about who *owns* and *interprets* the past. Readings will include works on the overall problem of history's relationship to "memory" and "heritage," as well as several case studies that look closely at the politics of public history. Examples might include the ongoing assertions of Confederate heritage, Native American claims to historical places and objects, the National Park Service's interpretation of battlefields and parks, the Smithsonian's exhibition on the use of the atomic bomb, debates over reparations for historical injustice, and commemorations of 9/11 and the Oklahoma City bombing. Requirements include several short papers and an individual project that explores how a particular historical event might be visualized and presented to a broad public audience. Two class meetings per week.

Limited to 25 students. Second semester. Professor Sandweiss.

70. A World of Cities: Urban History in Global Perspective. (C) This course will offer students a global introduction to the development of cities around the world. Readings will include case studies of cities in North America, Europe, and Asia, as well as at least one field trip to a metropolis (New York) and one to a small regional city (Holyoke). The course will emphasize the movement of people, capital, and ideas among very different cities around the globe. In addition to city-specific readings, the course will explore different theoretical approaches to urban history and urban planning. It will focus on differences among cities, while also asking whether universal patterns are discernible in urban development across ages and cultures. The location of class meetings alternates yearly between Amherst College and the University of Massachusetts. In spring 2008 the course will be taught at the University of Massachusetts. Three class meetings per week

Limited to 50 students. Second semester. Professors Couvares and Page (University of Massachusetts).

SEMINARS (UPPER-LEVEL COURSES)

74. Topics in the History of Sex, Gender and the Family. (C) (Also Women and Gender Studies 20.) The topic changes from year to year. In spring 2008 this seminar will focus on sexuality and reproduction mostly in Europe and America from approximately 1700 to the present. We will read a few key theoretical texts (e.g., Jewish and Christian scripture, Thomas Malthus, some feminist sociobiologists) but most of the class will be divided as follows: First half: the experience of sex and reproduction in times past including childbirth in the pre-modern age; infanticide; the Demographic Revolution; and birth control and abortion from the eighteenth century to Roe v. Wade. Second half: modern debates about sexuality and the family including reproductive technologies; gay and "Third World" adoption; polygamy; and internet sex. One class meeting per week.

Limited to 20 students. Second semester. Professor Hunt.

75. Seminar on Modern European History. (EU) The topic changes each time the course is taught. In fall 2007 the general focus will be on European overseas expansion and empire between the Seven Years War (1756-1763) and the Great War (1914-1918). We will compare and contrast the historical experience of France and Great Britain. As Maya Jasanoff has noted: "To write the history of the British Empire without including France would be like writing about the United States during the cold war without mentioning the Soviet Union." Particular attention will be given to recent trends in scholarship, as well as to the current public debate over the heritage of European colonialism and imperialism. Two class meetings per week.

Not open to first-year students. Limited to 20 students. First semester. Professor Bezucha.

76. Topics in European History: The Politics of Memory in Twentieth-Century Europe. (EU) This course will explore the role of historical memory in the politics of twentieth-century Europe. It will examine how evolving memories of major historical events have been articulated and exploited in the political cultures of England, France, Germany, Eastern Europe, and the Soviet Union/Russia. Topics will include the politics of memory surrounding World Wars I and II, Vichy France, the Holocaust, Soviet Stalinism, and Eastern European communism. Seminar participants will also discuss general issues concerning collective memory: why societies remember and forget historical events, how collective memories resurface, the relationship between memory and authenticity, and the pitfalls of politicizing historical memory. Finally, seminar participants will analyze different sites of memory including film, ritual, monuments, legal proceedings, and state-sponsored cults. One class meeting per week.

Limited to 15 students. Omitted 2007-08. Professor Epstein.

80. Seminar in Russian History: The Russian Empire in the Nineteenth Century, 1801-1905. (EU) Nineteenth-century Russia was the largest state on earth and was inhabited by more than 100 different ethnic groups. It was a society of extreme contradictions—political, social, economic. Alternately, by means of reform and reaction, the state attempted to resolve these contradictions and failed. This not withstanding, Russia produced a world-class cultural legacy in the nineteenth century, leaving monuments in art, literature, music and architecture. The seminar will consider many facets of this nineteenth-century experience. Readings in primary and secondary sources, short stories, novels, films, music, slides, etc. Class reports and a research paper. One class meeting per week.

Not open to first-year students. Limited to 20 students. Omitted 2007-08. Professor Czap.

81. Material Culture of the Victorian Era, 1850-1900. (US) Crossing disciplinary boundaries, this course addresses the study and interpretation of objects and landscapes as cultural documents. The preserved houses and grounds of the Emily Dickinson Museum provide a rare opportunity for the immersive study of the architecture, decorative arts, and landscape gardening of the middle-class family in Victorian America. The art, household furnishings, grounds, and related documentary sources of two Dickinson family homes will serve as a laboratory for the study of Victorian material culture and its interpretation for the public. Students will learn about the production and consumption of Victorian material goods and their aesthetic context. They will develop the skills and knowledge needed to explore how objects, people and meaning intersect. Consideration will be given to how material culture helped define the differences between the social classes of Victorian America. This course offers the opportunity for first-hand experience in a museum setting.

Second semester. Visiting Lecturer Wolverton.

82. Topics in African-American History: Slavery and the American Imagination. (US; or may be included in AF concentration, but not AF for distribution in the major) (Also Black Studies 67.) This interdisciplinary seminar explores how Americans have imagined slavery over time. Drawing from works of history, fiction, and film, this course examines depictions of the "peculiar institution" to uncover connections between America's racial past and its racial present. Specific discussion topics include the origins of American slavery; the slave narrative; the emergence of radical abolitionism and pro-slavery ideology; the invention of the South; the politics of slavery in the Civil Rights era; the "discovery" of slave society; the "Roots" of black power; agency and resistance; slavery in contemporary fiction; and slavery and autobiography. Weekly readings will span a wide array of primary sources including poetry, short essays, novels, and slave narratives. There will also be occasional film screenings. Two class meetings per week.

Limited to 20 students. Omitted 2007-08. Professor Moss.

82. Topics in African-American History: Race and Educational Opportunity in America. (US; or may be included in AF concentration, but not AF for distribution in the major) (Also Black Studies 67.) This seminar is an interdisciplinary exploration of the relationship between race and educational opportunity in American history. Students will gain a historical understanding of the divergent educational experiences of various groups within American society. The course is divided into four units: ethnicity and educational access in early America, education and segregation in Jim Crow America, desegregation (implementation and opposition) after *Brown v. Board of Education*, and contemporary discussions over race and access to education. In the first section of the course, students will pay special attention to trends including northern and southern resistance to African American education, education as assimilation, and vocational vs. classical education. Next, they will delve into twentieth- and twenty-first-century issues involving race and education. For example, they will examine how specific communities—northern, southern, and western—grappled with the desegregation process. Finally, students will assess the extent to which desegregation has been achieved and the transformative effects of this policy on public schools. One class meeting per week.

Limited to 20 students. Omitted 2007-08. Professor Moss.

83. Making Places: Research Methods in American Cultures. (US) (Also American Studies 68 and English 95-05.) See American Studies 68.

Second semester. Professors Sandweiss and Sánchez-Eppler.

84. Seminar in U.S. Cultural History. (US) The topic changes from year to year. One class meeting per week.

Admission with consent of the instructor. Preference given to History majors. Limited to 20 students. Omitted 2007-08. Professor Couvares.

85. Seminar in Western American History. (US) This seminar will focus on the West of the imagination, considering how historical texts, novels and visual images can function as primary source materials to understand some of the central issues of western American history. We will examine a broad range of pictorial materials—including maps, prints, paintings, photographs, and films—in order to understand how images have shaped American perceptions of the western landscape and the diverse peoples of the West. We will also consider how novels—including Helen Hunt Jackson's *Ramona* and Owen Wister's *The Virginian*—have molded popular understanding of the region's past. Particular attention will be given to the ways in which artists and writers have both expressed and influenced broader cultural ideas relating to exploration and settlement, relations between native and non-native peoples, and the legacy of the Spanish Southwest. Students will be expected to write a 20-page research paper on a topic of their choice. Two class meetings per week.

Limited to 15 students. Omitted 2007-08. Professor Sandweiss.

86. Visual Culture and American History. (US) This seminar explores the ways in which images—as both reportage and as propaganda—have been used throughout American history to reflect and shape popular ideas about current events. Attention will also be given to the ways in which historians have subsequently used these images to develop their own understandings of the past. This class will meet in Special Collections and Archives at Frost Library so that we can give sustained attention to original photographs, prints, political cartoons, periodicals, and illustrated books. We will consider the role of visual images at a number of key junctures in American history and explore a number of events and themes including the Mexican American War, the Civil War, attitudes towards Native Americans, immigration, the creation of the national parks, the Depression, and the environmental movement of the late twentieth century. All students will be required to write a documents-based research paper of at least 20 pages. Two class meetings per week.

Limited to 15 students. Omitted 2007-08. Professor Sandweiss.

87. Seminar on Race and Nation in the U.S.-Mexican Borderland. (LA or US) The U.S.-Mexican borderland has been the site of intense struggle and even violence over race and nation. These tensions have a long history within the region, and they have had important consequences both for the region and for the rest of Mexico and the U.S. Most studies tend to focus on either the U.S. Southwest or northern Mexico, but in this course we will attempt to unite the study of these two regions and their people. Within this land short on ecological resources, whites, Native Americans, and *mestizos* (mixed bloods) competed violently over politics, economics, and culture. We will discuss the similarities and differences between U.S. and Mexican understanding of the boundaries and significance of race, particularly concerning Native Americans, and how this related to politics and economics. We also consider the emergence of the European-American as the ideal U.S. type north of the border, and the *mestizo* as the ideal Mexican type south of the border, and how these developments impacted indigenous politics differently within the two countries. Central themes include race, gender, violence, state and nation formation, industrialization, colonialism and imperialist expansion, popular politics, and environmental change. In addition to secondary readings, the class incorporates original documents, music, and images. Two meetings per week.

Requisite: One course in either U.S. or Latin American history. Not open to first-year students. Limited to 15 students. First semester. Professor López.

88. Latin America and the Caribbean in the Age of Revolution. (LA^{P}) (Also Black Studies 41.) This seminar examines in historical perspective the complicated transition of several Latin American and Caribbean countries from colony to independent nation-states during the Age of Revolution. It focuses particularly on the role of working people in the making of modern nation-states in Brazil, Mexico, Haiti, Cuba, and the Andean region (Peru, Colombia, Bolivia and Ecuador). How did the subaltern classes view the colonial order? What are the causes of popular protest? Is there such a thing as popular nationalism? What is the meaning of postcolonialism in Latin America? Overall, the seminar's objectives are threefold: to make students more familiar with the historical development of Latin America and the Caribbean during the eighteenth and nineteenth centuries; to introduce the themes and issues in the current historiography of anti-colonialism and postcolonialism; and finally, to guide students to write their own research papers. In the first two weeks, readings will include theoretical texts on nationalism, state formation, and popular discontent. In the remaining weeks, we will read historical studies, documents and literary texts, which discuss various aspects of popular political activism from 1789 to 1850. One class meeting per week.

Limited to 15 students. First semester. Professor Castro Alves.

89. Alan Lomax and the Politics of African American Tradition. (US) (Also Black Studies 63.) See Black Studies 63.

Second semester. Visiting Lecturer Walker.

90. The History and Memory of the Asia-Pacific War. (AS) (Also Asian 62.) The varied names given to the fifteen years of war conducted by Japan—the Pacific War, the Great East Asian War, the Fifteen-Year War, World War II, and the Asian-Pacific War—suggest a number of conflicting perspectives arise from that war. How has the experience of a fifteen-year war during the 1930s and 1940s shaped memory and history in Japan, East Asia, and the United States? This seminar begins with this broad question and pursues related questions: How are the memory and history of war intertwined in both national and international politics? What forms of memory have been included and excluded from dominant historical narratives and commemorative devices? How does critical historiography intersect with the politics and passions of memory? We will use oral histories, primary documents, film, and scholarship to guide our thoughts and discussions. We will begin with a history of Japan's Fifteen-Year War and move on to prominent debates concerning the history and memory of that war. A reading response journal, short response papers, and a research paper will be required. Students will also serve as discussion initiators. One class meeting per week.

Not open to first-year students. Limited to 15 students. Second semester. Professor Maxey.

92. Topics in African History: Riot and Rebellion in Colonial and Post-Colonial Africa. (AF) (Also Black Studies 50.) This seminar will examine the development of several outbreaks of violence in Africa in the colonial and post-colonial periods. We will look at the economic, social, religious, and political roots of these disturbances, and we will discuss the problems historians face in trying to narrate and analyze these often chaotic events. The events studied will include the Bambatha or Zulu revolt in South Africa in 1907-08; the Maji Maji rebellion in German-controlled Tanganyika; Hutu extremism and the 1994 genocide in Rwanda; the widespread revolt in the 1980s and 1990s in South Africa, and the rebel movement led by Alice Lakwena in northern Uganda beginning in the late 1980s. We will also discuss the legends that often develop in the aftermath of violence in the creation of historical narratives. One class meeting per week.

Limited to 20 students. Admission with consent of the instructor. First semester. Professor Redding.

93. Seminar on Middle Eastern History: Modern Turkey—Modern Iran: From Authoritarian Modernization to Islamic Resistance. (ME) (Also Asian 64.) In the early twentieth century Turkey and Iran seemed to be on similar trajectories towards modernization. Turkey and Iran today, however, evidence very different societies, political systems, and relationships to religion and the West. This course will examine the programs of the authoritarian modernizers of the twentieth century in historical context and seek to illuminate the basis of their very different political, cultural and social legacies. Why does Turkey follow a secularism that is intolerant of sartorial freedoms and cultural and religious minorities? Why, in such a secular state, is Turkey experiencing a rise of Islamist movements? Conversely, why does Iran follow an Islamic government that is likewise intolerant of sartorial freedoms and religious minorities? Both claim to be democratic—how and why are these claims validated? What are the roots of their visions of the modern world and where are these societies headed? One class meeting per week.

Not open to first-year students. Limited to 20 students. Preference given to students who have taken at least one course regarding the Middle East. Second semester. Professor Ringer.

94. Seminar on the "Wonder Drugs" and Modern Medicine. (US) Physicians often say that medicine became truly effective only in the mid-twentieth century, when an avalanche of new remedies became available, first in Europe and North America but quickly around the world. Collectively dubbed "the wonder drugs," these products included sulfa drugs and antibiotics for bacterial infections, cortico-steroids for arthritis and other inflammatory diseases, tranquilizers for mental illness, and diuretics for hypertension. The new medicines offered millions of patients relief from dread diseases and physicians long-awaited validation of the effectiveness of scientific medicine. For a generation that came of age in the 1940s and 1950s, they supplied powerful testimony to the creative and beneficent powers of science. The "wonder drugs" also gave pharmaceutical firms lucrative new products and governments complex new regulatory challenges. Many of our current debates over drug development, testing, marketing, and pricing commenced in the 1950s, as newly introduced drugs helped reshape the structure of the health care industry. This seminar will treat the history of the "wonder drugs"—their origins in biomedical research, their production and distribution (both in the United States and world-wide), and some of the medical and political issues that are associated with their use, distribution, and safety. All participants in the seminar will be required to write a research paper involving the use of primary sources. One class meeting per week.

Not open to first-year students. Admission with consent of the instructor. Limited to 20 students. Omitted 2007-08. Professor Servos.

99. Proseminar in History: Writing the Past. This course offers an opportunity for history majors to reflect upon the practice of history. How do we claim to know anything about the past at all? How do historians construct the stories they tell about the past from the fragmentary remnants of former times? What is the connection of historians' work to public memory? How do we judge the truth and value of these stories and memories? The course explores questions such as these through readings and case studies drawn from a variety of places and times. Two class meetings a week.

Not open to first-year students. Required of all history majors. First semester: Professor Czap. Second semester: Professor Servos.

77, 77D, 78, 78D. Senior Departmental Honors. Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to juniors and seniors. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading. Full or half course.

First and second semesters.

RELATED COURSES

The American Dream. (US) See American Studies 11.

First semester. Professors Clark and Sandweiss.

Religion, Democracy and American Culture. (US) See American Studies 12.

Limited to 20 students per section. Second semester. Professors Couvares and Sánchez-Eppler.

The Athenian Empire. (EU^P) See Classics 31.
Second semester. Professors R. Sinos and Debnar (Mount Holyoke College).

Post-Cold War American Diplomatic History. (US) See Colloquium 18.
Second semester. Professors Levin and Machala.

American Diplomacy in the Middle East. (US or ME) See Colloquium 19.
Omitted 2007-08. Professors Levin and Machala.

Economic History of the United States, 1600-1860. (US^P) See Economics 28.
Requisite: Economics 11. First semester. Professor Barbezat.

Economic History of the United States, 1865-1965. (US) See Economics 29.
Second semester. Professor Barbezat.

Law and Historical Trauma. (^{C}) See Law, Jurisprudence and Social Thought 38.
Omitted 2007-08. Professor Hussain.

Cuba: The Politics of Extremism. (LA) See Political Science 48.
Second semester. Professor Corrales.

Religion in the United States. (US) See Religion 19.
Omitted 2007-08. Professor Wills.

History of Christianity—The Early Years. (EU^P) See Religion 45.
Second semester. Professor Doran.

Religion in the Atlantic World: 1441-1808. (^{C}) See Religion 58 (also Black Studies 28).
Second semester. Professor Wills.

KENAN COLLOQUIUM

Every three years the President selects as William R. Kenan, Jr., Professor a faculty member distinguished for scholarship and teaching. The Kenan Professor devises a colloquium or seminar, usually interdisciplinary in nature, to be taught in conjunction with one or more junior faculty members.

LATIN AMERICAN STUDIES

Amherst students interested in Latin American Studies have the following two options: (1) they can, in conjunction with an advisor and with the approval of the Committee on Academic Standing and Special Majors, design their own Latin American Studies major, taking advantage of the varied Five College offerings in the field; (2) they can participate in the Five College Latin American and Caribbean Studies Certificate Program. This is not a major program and is viewed as supplementary to work done by the major.

Information about the Certificate can be found on page 380. Students interested in a Latin American Studies major are advised of the following faculty at the College who are available for counseling in Latin American Studies: Professor Cobham-Sander of the English and Black Studies Departments, Professor López of the History Department, Professor Castro Alves of the History and Black Studies Departments, Professor Basler of the Sociology Department, and Professors Maraniss and Stavans of the Spanish Department.

Individual courses related to the Latin American area which are offered at the College include: History 11, 13, 14, 53, 54, 87 and 88; Spanish 17, 19, 21, 26, 27, 31, 35, 80, 81, 82, 83, 85, 86, and 87.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

Professors Douglas, Kearns, and Sarat (Chair); Associate Professor Umphrey; Assistant Professors Hussain and Sitze; Senior Lecturer Delaney.

The Department of Law, Jurisprudence and Social Thought (LJST) places the study of law within the context of a liberal arts education. The Department offers courses that treat law as an historically evolving and culturally specific enterprise in which moral argument, distinctive interpretive practices, and force are brought to bear on the organization of social life. These courses use legal materials to explore conventions of reading, argument and proof, problems of justice and injustice, tensions between authority and community, and contests over social meanings and practices. In addition, the curriculum of LJST is designed to foster the development of a substantive focus for student interests in the study of law and skills in analysis, research, and writing as well as capacity for independent work.

Major Program. A major in Law, Jurisprudence and Social Thought consists of a minimum of eleven courses. Students wishing to major in LJST must complete LJST 01 (The Social Organization of Law) and LJST 10 (Legal Theory) by the end of their sophomore year and before declaring their major. In addition, LJST majors must take two seminars during their junior year, one of which will be an Analytic Seminar and one of which will be a Research Seminar. Analytic Seminars emphasize close analysis of text, practice, or image, and frequent writing; Research Seminars require students to complete substantial, independent projects. Study abroad or other contingencies may require alterations of the timing of these requirements in individual cases. All LJST majors must take LJST 77 and 78 in their senior year in order to complete an independent research and writing project. Each student shall submit a description of his/her proposed independent project by the start of the first semester of their senior year. That description shall designate an area of inquiry or topic to be covered, a bibliography of sources relevant to the project, and a research plan.

Offerings in the Department include courses in Legal Theory (these courses emphasize the moral and philosophical dimensions that inform legal life and link the study of law with the history of social and political thought), Interpretive Practices (these courses emphasize the ways law attempts to resolve normative problems through rituals of textual interpretation), Legal Institutions (these courses focus on the particular ways different legal institutions translate moral judgments and interpretive practices into regulation and socially sanctioned force), and Historical and Cross-Cultural Perspectives (these courses explore the ways in which law and societies change over time, as well as the interdependence of law and culture). Majors are encouraged to take courses in each of these areas.

Students may receive credit toward a major in LJST for no more than two courses from outside the Department which are listed for inclusion in a LJST major. In no case, may those courses be used to satisfy the Analytic or Research Seminar requirements.

Departmental Honors Program. The Department awards Honors to seniors who have achieved distinction in their course work and whose independent projects are judged to be of honors quality. A first draft of the results of the independent work will be submitted before the start of the second semester. The final draft will be submitted in April and read and evaluated by a committee of readers whose members will make recommendations to the Department concerning levels of honors.

Students seeking to do Departmental Honors work must have a college-wide grade average of B+ or above. Admission to the Honors Program is by the consent of the Department, and is contingent upon our assessment of the feasibility and value of the student's formal thesis proposal, his or her capacity to carry the thesis through to a fruitful conclusion as evidenced in prior coursework, and the availability of faculty to supervise thesis work. The thesis proposal consists of a description of an area of inquiry or topic to be covered, a list of courses that provide necessary background for the work to be undertaken, and a bibliography.

Students contemplating Honors work should begin to define a suitable project during the second semester of their junior year, and must submit a thesis proposal in advance of the first week of classes for Departmental evaluation. The Department normally requires a first draft of the Honors thesis to be submitted before the beginning of the second semester. Honors theses will be evaluated at the end of the second semester by a committee of readers whose members will make recommendations to the Department concerning the thesis's level of Honors.

Post-Graduate Study. LJST is not a pre-law program designed to serve the needs of those contemplating careers in law. While medical schools have prescribed requirements for admission, there is no parallel in the world of legal education. Law schools generally advise students to obtain a broad liberal arts education; they are as receptive to students who major in physics, mathematics, history or philosophy as they would be to students who major in LJST.

LJST majors will be qualified for a wide variety of careers. Some might do graduate work in legal studies, others might pursue graduate studies in political science, history, philosophy, sociology, or comparative literature. For those not inclined toward careers in teaching and scholarship, LJST would prepare students for work in the private or public sector or for careers in social service.

01. The Social Organization of Law. (Also Political Science 18.) Law in the United States is everywhere, ordering the most minute details of daily life while at the same time making life and death judgments. Our law is many things at once—majestic and ordinary, monstrous and merciful, concerned with morality, yet often righteously indifferent to moral argument. Powerful and important in social life, the law remains elusive and mysterious. This power and mystery is reflected in, and made possible by, a complex bureaucratic apparatus which translates words into deeds and rhetorical gestures into social practices.

This course will examine that apparatus. It will describe how the problems and possibilities of social organization shape law as well as how the social organization of law responds to persons of different classes, races and genders. We will attend to the peculiar ways the American legal system deals with human suffering—with examples ranging from the legal treatment of persons living in poverty to the treatment of victims of sexual assault. How is law organized to cope with their pain? How are the actions of persons who inflict injuries on others defined in legal terms? Here we will examine cases on self-defense and capital punishment. Throughout, attention will be given to the practices of police, prosecutors, judges, and those who administer law's complex bureaucratic apparatus.

Limited to 100 students. First semester. Professor Sarat.

02. The Image of Law in Social and Political Thought. Law haunts the imagination of social and political thinkers. For some, law is a crucial tool for the radical reconstruction of society, an essential component of any utopian project. For others, law is by its very nature conservative, ever wedded to the status quo, a cumbersome and confusing apparatus made necessary by a world of imperfection. This course will attempt to make sense of the diverse and contradictory images of law which inform the work of social and political theorists. We will examine how images of law both lie at the center of, and are constituted by, concepts of personhood, community, legitimacy, and power. Readings include works by (or about) Thoreau, Hobbes, Blackstone, Marx, Freud, and such contemporary thinkers as Shklar, Unger, Hart, and Fish.

Omitted 2007-08. Professor Kearns.

03. Legal Institutions and Democratic Practice. This course will examine the relationship between legal institutions and democratic practice. How do judicial decisions balance the preferences of the majority and the rights of minorities? Is it possible to reconcile the role that partisan dialogue and commitment play in a democracy with an interest in the neutral administration of law? How does the provisional nature of legislative choice square with the finality of judicial mandate? By focusing on the United States Supreme Court, we will consider various attempts to justify that institution's power to offer final decisions and binding interpretations of the Constitution that upset majoritarian preferences. We will examine the origins and historical development of the practice of judicial review and consider judicial responses to such critical issues as slavery, the New Deal, and abortion. The evolving contours of Supreme Court doctrine will be analyzed in the light of a continuing effort to articulate a compelling justification for the practice of judicial intervention in the normal operation of a constitutional democracy.

Limited to 50 students. Second semester. Professor Douglas.

04. Law and Political Emergency. This course introduces students to one of the more sustained problems in jurisprudence and legal theory: what happens to a constitutional order when it is faced with extraordinary conditions such as rebellion, war and terrorism. While it is generally agreed that rules, rights and procedures may be temporarily suspended, it is less clear which rights, and who decides on the suspension (the executive alone or in some combination with the legislature, with or without oversight by the courts). While these questions have now become familiar to us—and this course will guide students through the policy shifts and court battles in the United States since 9/11, from the issue of enemy combatants to the use of Guantanamo Bay as a detention center—we will take a more theoretical and historical approach to these questions. Thus we will look at the earliest use of some emergency techniques by the British in the colonies, Lincoln's suspension of habeas corpus during the Civil War and the notorious Article 48 of the Weimar Constitution, which has often been blamed for facilitating the rise of the Nazis. We will end by examining alternative methods for contending with emergency.

Limited to 50 students. First semester. Professor Hussain.

05. Race, Place, and the Law. (Also Black Studies 71.) Understandings of and conflicts about place are of central significance to the experience and history of race and race relations in America. The shaping and reshaping of places is an important ingredient in the constitution and revision of racial identities: think of "the ghetto," Chinatown, or "Indian Country." Law, in its various manifestations, has been intimately involved in the processes which have shaped geographies of race from the colonial period to the present day: legally mandated racial segregation was intended to impose and maintain both spatial and social distance between members of different races.

The objective of this course is to explore the complex intersections of race, place, and law. Our aim is to gain some understanding of geographies of race "on-the-ground" in real places, and of the role of legal practices—especially legal argument—in efforts to challenge and reinforce these racial geographies. We will ask, for example, how claims about responsibility, community, rationality, equality, justice, and democracy have been used to justify or resist both racial segregation and integration, access and expulsion. In short, we will ask how moral argument and legal discourse have contributed to the formation of the geographies of race that we all inhabit. Much of our attention will be given to a legal-geographic exploration of African-American experiences. But we will also look at how race, place and the law have shaped the distinctive experiences of Native Americans, Hispanic Americans, and Asian Americans.

First semester. Senior Lecturer Delaney.

06. Apartheid. The goal of this course will be to understand some of the problems posed for legal studies in the humanities by the emergence of the system of administrative and constitutional law known as apartheid. This system, which was designed to institute "separate development for separate peoples" in South Africa, is widely and rightly regarded to be among the most inhuman régimes of the 20th century. Yet even and especially today, more than a decade after its formal end in South Africa, apartheid's social, economic, and epistemic conditions of possibility, as well as the place and function of lawyers, legal discourse, and legal scholars in the resistance to it, remains at best vaguely understood.

This course is designed to remedy this gap. Our inquiry will be at once specific and general. Under what economic and political conditions did apartheid come into being? What legal traditions and practices authorized its codification? What academic disciplines and intellectual formations rendered it intelligible and enabled its theorization? What specific arrangement of juridical institutions, practices, and theories together comprised the apartheid state? What was the place and function of law in the critique of and resistance to apartheid? What new and specific problems did apartheid pose for legal theory? Readings will include Richard Abel, Hannah Arendt, Étienne Balibar, Steven Biko, Martin Chanock, Jacques Derrida, A.V. Dicey, John Dugard, Ronald Dworkin, Ruth First, George Frederickson, R. A. Hoernlé, Mahmood Mamdani, Nelson Mandela, Anthony Mathews, Mary Robinson, Albie Sachs, and Helen Suzman.

Limited to 50 students. First semester. Professor Sitze.

07. The Trial. If media coverage is any evidence, it is clear that legal trials capture, and have always captured, the imagination of America. Trials engage us affectively and politically by dramatizing difficult moral and social predicaments and by offering a public forum for debate and judgment. They also "perform" law in highly stylized ways that affect our sense of what law is and does. This course will explore the trial from a number of different angles: as an idea, as a legal practice, and as a modern cultural phenomenon. What does it mean to undergo a "trial"? How do various historical trial forms—trial by ordeal or by oath, for example—compare with our contemporary adversarial form? What cultural and legal trajectories have trials followed in U.S. history? What narrative and structuring roles do trials play in literature and film? How do popular renderings of trials in imaginative texts and the media compare with actual trial practice, and perhaps encourage us to sit in judgment on law itself? In what ways do well-known trials help us to tell a story about what America is, and what kind of story is it?

Limited to 50 students. Omitted 2007-08. Professor Umphrey.

09. Utopia and Dystopia. Law is as central to the genres of utopia and dystopia as the latter are for the legal imagination itself. From Plato's *Republic*, Thomas More's *Utopia*, and Francis Bacon's *New Atlantis*, to Ursula Le Guin's *Dispossessed*, law heralds the highest forms of goodness, truth, and beauty of which human communities are capable. In George Orwell's *1984*, Ray Bradbury's *Fahrenheit 451*, and Margaret Atwood's *Handmaid's Tale*, meanwhile, law is a metonym for the worst of all forms of madness, terror, subjection, and abjection. By studying a range of cases, films, literary texts, and works of critical theory, this course will pursue two lines of inquiry. In what ways does law figure as a limit-concept in and for the genres of utopia and dystopia? Conversely, how do utopic and dystopic texts provide us with the limit-concepts that enable us to imagine the potentials of law itself?

Limited to 50 students. Omitted 2007-08. Professor Sitze.

10. Introduction to Legal Theory. This course provides an introduction to the primary texts and central problems of modern legal theory. Through close study of the field's founding and pivotal works, we will weigh various theorists' approaches to questions that every study, practice, and institution of law eventually encounters. These questions concern law's very nature or essence; its complicated relations with ethics, morality, and religion; its interpretation and application in courts; and its place and function in the preservation and transformation of political and social order. Readings will include works by John Locke, Thomas Hobbes, Friedrich Nietzsche, Karl Marx, Max Weber, Jeremy Bentham, John Austin, H.L.A. Hart, Lon Fuller, Richard Posner, Ronald Dworkin, and Michel Serres.

Limited to 40 students. Second semester. Professor Sitze.

11. Law, Violence and Forgiveness. In this course, we will approach the problem of forgiveness from a very specific angle. We will want to know how, if at all, forgiveness is related to the specifically legal powers of pardon, clemency, and amnesty. In the first half of this course, we will take up this question by exploring some key junctures in what might be called the "genealogy of forgiveness." We will consider the Athenian amnesty of 403 B.C., Aristotle's discussion of *epieikeia* ("equity") in Book V of *The Nicomachean Ethics*, the various discussions of mercy, repentance, and release in the books of Matthew, Mark, and Luke, Seneca's rendering of clemency in his letter to Nero, the theme of "grace and nature" in medieval political theology, and the problem of forgiveness in the writing of Friedrich Nietzsche, Hannah Arendt, and Jacques Derrida. In the second half of the course, we will bring our genealogical understanding of forgiveness to bear on its contemporary use and, perhaps, abuse. We will seek to understand how powers of pardon, clemency, and amnesty have been used in situations where law is forced to respond to two very different forms of what might be called "the unforgivable," namely, civil war and crimes against humanity. In particular, we will study legal documents and essays pertaining to President

Abraham Lincoln's amnesties of 1863 and 1864, West German President Konrad Adenauer's amnesties of 1949 and 1954, South Africa's 1993 amnesty agreement and subsequent Truth and Reconciliation Commission, and Algeria's 1999 Law of Civil Harmony.

First semester. Professor Sitze.

12. Psychoanalysis and Law. This course will provide an introduction to psychoanalysis as a comprehensive theory of law. Although psychoanalysis has not traditionally been considered an integral part of the discipline of legal theory, its insights into the origin and structure of law are at once intriguing and troubling, and its response to the basic question of jurisprudence—"what is law?"—permits us to refer with clarity and precision to an experience of law about which we would otherwise have to remain silent. Freud teaches that law is an institution that at once emerges from and recoils upon our most quotidian and intimate experiences—love and aggression, sublimation and art, language and fantasy, perversion and wit, jealousy and forgetfulness, conscience and paranoia, desire and transgression, gender and sexuality, anxiety and infancy—and he gives us a set of interpretive terms and techniques that help us grasp this teaching. Our inquiry into the psychoanalytic study of the law will be divided into two parts. After studying the account of law offered by Freudian psychoanalysis, we will explore the ways that various scholars have both applied and critiqued psychoanalytic concepts in their understanding of law. In addition to reading Sophocles' *Oedipus Rex* and *Antigone*, Freud's *Totem and Taboo* and *Civilization and Its Discontents*, and Lacan's *Seminar VII: The Ethics of Psychoanalysis*, we will also read works by such thinkers as Jerome Frank, David Garland, Pierre Legendre, Drucilla Cornell, Patricia Williams, and Judith Butler.

Omitted 2007-08. Professor Sitze.

20. Murder. Murder is the most serious offense against the legal order and is subject to its most punitive responses. It establishes the limits of law's authority and its capacity to tame violence. Murder is, in addition, a persistent motif in literature and popular culture used to organize narratives of heroism and corruption, good and evil, fate and irrational misfortune. This course considers murder in law, literature and popular culture. It begins by exploring various types of murders (from "ordinary murder" to serial killing and genocide) and compares murder with other killings which law condemns (e.g., euthanasia and assisted suicide) as well as those it tolerates or itself carries out. It asks how, if at all, those who kill are different from those who do not and whether murder should be understood as an act of defiant freedom or simply of moral depravity. In addition, we will analyze the prevalence of murder in American life as well as its various cultural representations. Can such representations ever adequately capture murder, the murderer, and the fear that both arouse? The course will draw on legal cases and jurisprudential writings, murder mysteries, texts such as Macbeth, Poe's "The Murders on the Rue Morgue," Capote's *In Cold Blood*, and Arendt's *Eichmann in Jerusalem*, and such films as Hitchcock's *The Rope*, *Thelma and Louise*, *Silence of the Lambs*, and *Menace to Society*. Throughout, we will ask what we can learn about law and culture from the way both imagine, represent and respond to murder

Limited to 100 students. Omitted 2007-08. Professor Sarat.

21. The State and the Accused. This course will examine the unusual and often perplexing means by which the law makes judgments about guilt and innocence. Our inquiry will be framed by the following questions: What gives a court the authority to pass judgment on a person accused of criminal wrongdoing, and what defines the limits of this authority? What ends does the law seek to pursue in bringing an accused to justice? What "process" is due the accused such that the procedures designed to adjudicate guilt are deemed fair? How do these standards differ as we travel from adversarial systems of justice (such as the Anglo-American) to inquisitional systems (e.g., France or Germany)? Finally, how has the process of rapid globalization changed the relationship between the state and the accused and, with it, the idea of criminal justice itself? In answering these questions, our investigations will be broadly comparative, as we consider adversarial, inquisitional, and transnational institutions of criminal justice. We will also closely attend to the differences between law's response to "common" criminals and extraordinary criminals, such as heads of state, armed combatants, and terrorists.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. First semester. Professor Douglas.

24. Law and Social Relations: Persons, Identities and Groups. One of the foundational analytics governing law's relationship to identity and personhood is the grand trope of public and private. As an historical matter, the public/private divide has demarcated the boundary of law's authority: under a liberal theory of government, law may regulate relations in the public sphere but must leave the private realm in the control of individuals. The stakes associated with this line of demarcation are extremely high: those problems of identity and relation that are considered "public" are problems visible to law and subject to law's authority; those that are considered private remain below the horizon of law's gaze. Yet definitions of the public and the private are notoriously slippery and inexact, and their contours are inexorably on a train as an African-American, or a license to practice law as a white woman, was to experience a kind of discrimination that the law would refuse to see. In the twentieth century we no longer experience such officially-sanctioned harms but remain conflicted about the extent to which law should address other, more "private" interactions: verbal bigotry, family relations, sex.

This course will trace and explore the modes by which the public/private divide constitutes identities in law by examining the ways law defines the public, and does or does not regulate ostensibly "private" harms. Using both legal and non-legal texts we will map a history of social relations, particularly as they implicated deeply held assumptions about racialized, gendered, and sexualized bodies, and explore the shifting boundary between public and private as it has emerged in public debates over the meaning of equality, privacy, and free speech. To what extent does law's authority remain constituted upon the public/private divide? To what extent are we now witnessing the redefinition, even the virtual elimination, of the private? And with what consequences for our social relations?

Requisite: LJST 10 or consent of the instructor. Limited to 30 students. Omitted 2007-08. Professor Umphrey.

25. Film, Myth, and the Law. The proliferation of law in film and on television has expanded the sphere of legal life itself. Law lives in images which today saturate our culture and have a power all their own, and the moving image provides a domain in which legal power operates independently of law's formal institutions. This course will consider what happens when legal events are renarrated in film, and examine film's treatment of legal officials, events, and institutions (e.g., police, lawyers, judges, trials, executions, prisons). Does film open up new possibilities of judgment, model new modes of interpretation, and provide new insights into law's violence? We will discuss ways in which myths about law are reproduced and contested in film. Moreover, attending to the visual dimensions of law's imagined lives, we ask whether law provides a template for film spectatorship, positioning viewers as detectives and as jurors, and whether film, in turn, sponsors a distinctive visual aesthetics of law. Among the films we may consider are *Inherit the Wind, Call Northside 777, Judgment at Nuremberg, Rear Window, Silence of the Lambs, A Question of Silence, The Sweet Hereafter, Dead Man Walking, Basic Instinct*, and *Unforgiven*. Throughout we will draw upon film theory and criticism as well as the scholarly literature on law, myth, and film.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. First semester. Professor Umphrey.

26. Critical Legal Geographies. The spatiality of social life is a fundamental element of human existence, not least through its involvement with power of various sorts. Spatiality is also a significant—and problematic—dimension of law (think of sovereignty, jurisdiction, citizenship). At the same time, law is a significant force through which spatiality is produced, reinforced, contested and transformed. Law literally constitutes social spaces through constitutions, treaties, statutes, contracts, modes of surveillance and policing, and so on. As it does so, it constitutes itself as a force in the world. Law may also be an arena in which other social-spatial conflicts are played out and, provisionally, resolved. The course will consider both the changing spatiality of law (its scope, scale, limits; its vectors and circuits) and the changing legal constitution of other social spaces. This will be done through an engagement with contemporary socio-spatial and legal theories and through a survey of exemplary events and situations. Among the more specific topics we will consider are privacy and property; public space of speech and dissent; migration, displacement and sanctuary; colonialism and occupation. The contexts of our study will not be limited to/by American law but will include examples involving international law, forms of legal pluralism, and other legal-cultural contexts. The course will conclude with an investigation of globalization and the emergence of cyberspace and their posited effects on the very possibility of law as we have come to understand and experience it.

Requisite: LJST 10 or consent of the instructor. Limited to 30 students. Second semester. Senior Lecturer Delaney.

27. Law's Madness. We imagine law to be a system of reason that governs and pacifies a disorderly world. Indeed law derives much of its legitimacy from its relation to reason: it uses reason to justify the imposition of state violence even as it limits its own power, punishing only acts done by reasoning human beings. Any "mistakes" or "disruptions" are understood as unfortunate departures from an ideal rational system. And yet what if one were to reimagine law as constituted as much by its irrationalities as its rationality? To ask that question is to enter the language of psychoanalysis, and the theories proposed by Sigmund Freud to explain human irrationalities. This course, following Freud, theorizes law as emerging out of and actively engaging in repressions of fundamental drives or desires—both its own and those of the legal subjects who come before it. We will map some of the ways in which law understands legal subjectivity in relation to the capacity to reason, and draw upon Freud to put the idea of the "reasonable self" under some pressure. We will also consider the ways in which law's authority may be conjured as an expression of the (sometimes violent) authority of the judge-father, and the limits of that authority as Freud understood them. Finally, we will speculate on the ways in which we make law an object of our own desire, which themselves depend upon the repression of law's violence.

Requisite: LJST 10 or consent of the instructor. Limited to 30 students. Omitted 2007-08. Professor Umphrey.

30. Law, Speech, and the Politics of Freedom. In the United States, the idea of free speech is held to be both a political and moral ideal. The First Amendment makes freedom of speech a centerpiece of liberal democratic values and processes, and thus of American identity itself. But what, precisely, do we mean when we link the ideas of freedom and speech? What kinds of speech, and what kinds of freedom, are implicated in that linkage? Correlatively, what does it mean to "censor"? Drawing upon political philosophy, literary theory, court cases, imaginative writing, and examples from contemporary culture, this course will explore the multiple meanings of "free speech," their legal regulation, and their deployment in American public culture. Why should we value "free" speech? Who do we imagine to be the speaker whose speech is or ought to be free: the man on the soapbox? The political protester? The media conglomerate? The anonymous chat-room inhabitant? What does it mean to say that various kinds of speech may be dangerous, and under what conditions it might be conceivable to shut down or regulate dangerous speech, or conversely to promote "politically correct" speech in either formal or informal ways? How do speech forms (for example, parody, poetry, or reportage) differ, and should some garner more legal protection than others? Can silence be considered a kind of speech?

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Second semester. Professor Umphrey.

31. Social Movements and Social Change. This course examines social movements (and related phenomena) as integral elements of legal orders and as significant sources of legal transformations. Through interdisciplinary, cross-cultural, and historical analyses, the course will explore the ways in which non-state actors engage formal legal institutions to shape or reform law, in order to affect the conditions of social life. Of particular interest are not merely desired changes in laws but resultant changes in the culture of law more broadly. The course will draw on a wide range of movements (historical and contemporary; "progressive" and conservative; broad-based and narrowly focused; American and non-American; local, national and global; North and South, activist and bureaucratic from "below" and from "within"; etc.) and study two or three in closer detail. The over-arching objective is to achieve a richer understanding of both the inner workings of "the law" and the dynamic life of law outside of formal institutions.

Requisite: LJST 01 or consent of the instructor. Omitted 2007-08. Senior Lecturer Delaney.

34. Law, Crime and Culture. Crime and criminality are the sites where law most directly and forcefully intervenes in everyday life through ritual and spectacle, through the construction of boundaries that include or exclude certain kinds of behavior or types of individuals from the social polity, and through direct physical violence and the containment of bodies. Focusing mainly but not exclusively on the United States, this course will explore, both historically and theoretically, the ways in which crime and criminality have been imagined, enacted, and punished. Drawing heavily on the work of Michel Foucault, we will explore the historical changes, continuities and contradictions visible in various imaginings of the relationship between the state, the criminal, and the public. We will consider the significance of shifting modes of punishment, from a spectacle of pain to incarceration behind the high walls of the penitentiary. We will also examine various theories of criminality and inquire into their cultural assumptions and consequences as they have gained and lost legitimacy over time. Whom do we hold legally or morally responsible for criminal acts? Can criminal activity be explained as product of vice, or an imperfect body, or the social environment? How does popular culture encode various representations of criminality?

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Second semester. Professor Umphrey.

35. Law's Nature: Humans, the Environment and the Predicament of Law. "Nature" is at once among the most basic of concepts and among the most ambiguous. Law is often called upon to clarify the meaning of nature. In doing so it raises questions about what it means to be human.

This course is organized around three questions. First, what does law as a humanistic discipline say about nature? Second, what can law's conception of nature tell us about shifting conceptions of humanness? Third, what can we learn by attending to these questions about law's own situation in the world and its ability to tell us who we are? We will address these questions by starting with the environment (specifically wilderness). We will then expand our view of nature by examining legal engagements with animals (endangered species, animals in scientific experiments, and pets), human bodies (reproductive technologies, involuntary biological alterations, the right to die) and brains (genetic or hormonal bases for criminal defenses). Throughout, we will focus our attention on the themes of knowledge, control and change. We will look, for example, at relationships between legal and scientific forms of knowledge and the problematic role of expert knowledge in adjudicating normative disputes. We will also look at law's response to radical, technologically induced changes in relations between humans and nature, and to arguments in favor of limiting such transformations.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Omitted 2007-08. Senior Lecturer Delaney.

36. Tragedy in the Theatre of Law. The tragic dramas of Aeschylus, Euripides, and Sophocles put law into question in fascinating ways. "Tragedy," argues Jean-Pierre Vernant, "is contemporaneous with the City and with its legal system. What tragedy is talking about is the City itself and the problems of law it is encountering." For this reason, Vernant concludes, "the true subject matter of tragedy is social thought and most especially juridical thought in the very process of elaboration. Tragedy poses problems of law, and the question of what justice is." Vernant's suggestion—that classical tragic drama in effect amounts to a theory of law—is even more intriguing once juxtaposed to the remarks on tragedy in the text that is arguably the inaugural work in the philosophy of law. In Book VII of Plato's *Laws*, the Athenian considers what answer he would give to a tragic poet who asked him why he and his fellow legislators had decided to ban tragic poets from the city. The Athenian begins with a frank admission: "Respected visitors, we are ourselves authors of a tragedy, and that the finest and best we know how to make. You are poets," the Athenian continues, "and we also are poets in the same style, rival artists and rival actors, and that in the finest of all dramas, one which indeed be produced only by a code of true law."

This course is designed as an inquiry into the relationships between tragedy and law, on the one hand, and theatre and theory, on the other. What does it mean to read classical tragedies as works of legal theory? In what sense, meanwhile, does Plato's *Laws* lay claim to the generic status of tragedy? What is it about tragedy's nonphilosophical theory of law that Plato's interlocutors find so philosophically objectionable? We will bring these and other questions to bear on Plato's *Laws* and on key works by Aeschylus, Euripides, and Sophocles. In addition, we will read secondary texts by Danielle Allen, Louis Gernet, René Girard, Nicole Loraux, Friedrich Nietzsche, Jacques Rancière, and Jean-Pierre Vernant.

Limited to 30 students. Second semester. Professor Sitze.

37. Law and the American War in Vietnam. The American war in Vietnam was, among other things, a watershed event in American legal history. Throughout the duration of the war there was vigorous debate about its legality in terms of international law, natural law and constitutional law. The conduct of the war and its relation to the draft and to dissent generated unprecedented public disagreement about such fundamental legal issues as authority, obligation, due process, civil liberties, crime and punishment, and the relationship between law and morality. The war was also the topic or context for a number of trials during which official legal actors endeavored to make formal legal sense of the war and of law's relationship to it. As a historical event, the war may also be examined in light of more contemporary themes such as legal consciousness, law as violence, and governmentality. The course will explore legal aspects of the war both as a historical study and as a case study of law in extreme situations.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Omitted 2007-08. Senior Lecturer Delaney.

38. Law and Historical Trauma. Certain events in political history—revolutions, civil wars, transitions from authoritarian or totalitarian regimes to political democracy, or particular moments in the ongoing constitutional life of a nation—seem unusual in the breadth and depth of the break or rupture that they make from tradition, the past, and the ongoing self-understandings of a people. Those events pose a special opportunity and challenge for law. Can law repair the traumatic ruptures associated with revolution, civil war, and recent democratic transitions? In such moments does law provide a reassuring sense of stability that serves to maintain the underlying continuity of history? Or, does it compound the crisis of dramatic historical transformation by insisting on judging the past, bringing the losers to justice, and publicly proclaiming the "crimes" of the old order? What can we learn about law by examining its responses to historical trauma? To address these questions we will first examine the idea of trauma and ask what makes particular events traumatic and others not. Is trauma constitutive of law itself? Is law always born in traumatic moments and, at the same time, continuously preoccupied with responding to its own traumatic origins? We will then proceed comparatively and historically by focusing on a series of case studies including colonial revolution in Algeria, Aboriginal rights cases in Australia, slavery and civil war in the United States, and regime changes in South Africa, Germany, and Argentina. In each we will identify the part played by law and ask what we can learn about the capacities and limits of law both to preserve national memory and, at the same time, to build new social and political practices.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Omitted 2007-08. Professor Hussain.

40. Law, God and Modernity. It is the hallmark of modernity that law is secular and rational, made by humans for their purposes. Modern law relegates the divine to the realm of private belief, while the modern state guarantees the uninterrupted observance of a multiplicity of beliefs. Yet secularism has never been an uncontested position and many philosophers have suggested that the sovereignty of the modern state is itself a worldly duplicate of religious understandings of god's omnipotence. Today the connection of law and the sacred has taken on new urgency with the so-called "return of the religious," most famously with the rise of political Islam but also with Christian movements in the west, and with the transformations of sovereignty through globalization. This course is a historical and cross-cultural examination of the relationship of law, sovereignty, and the sacred. It focuses on a range of topics: the understanding of secularism in general and the American doctrine of the separation of church and state in particular; the legal theory of Islamization; the meaning of orthodoxy, both legal and religious. It examines both the secular uses of the concept of the sacred, and the religious deployment of modern legal concepts. It asks how the proper names of law and god are used to anchor various normative visions.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Second semester. Professor Hussain.

41. Interpretation in Law and Literature. (Analytic Seminar) Interpretation lies at the center of much legal and literary activity. Both law and literature are in the business of making sense of texts—statutes, constitutions, poems or stories. Both disciplines confront similar questions regarding the nature of interpretive practice: Should interpretation always be directed to recovering the intent of the author? If we abandon intentionalism as a theory of textual meaning, how do we judge the "excellence" of our interpretations? How can the critic or judge continue to claim to read in an authoritative manner in the face of interpretive plurality? In the last few years, a remarkable dialogue has burgeoned between law and literature as both disciplines have grappled with life in a world in which "there are no facts, only interpretations." This seminar will examine contemporary theories of interpretation as they inform legal and literary understandings. Readings will include works of literature (Hemingway, Kafka, Woolf) and court cases, as well as contributions by theorists of interpretation such as Spinoza, Dilthey, Freud, Geertz, Kermode, Dworkin, and Sontag.

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Omitted 2007-08. Professor Douglas.

42. When Law Fails. (Analytic Seminar) Well publicized miscarriages of justice today draw public attention to the failures and imperfections of our legal system. All too often, it seems, law fails and becomes a tool of injustice. Yet it may be that law without failure is inconceivable and undesirable. As Chief Justice Rehnquist put it, the quest for perfect justice "would all but paralyze our system for enforcement of the criminal law." In this course we will ask what we can learn about the aspirations and operations of law by examining its failures, its miscarriages of justice.

We will begin by trying to determine what constitutes a miscarriage of justice. One conventional and compelling answer is when an innocent person is convicted and incarcerated. And, indeed, the image of the wrongfully convicted dominates popular culture, policy and advocacy. Is that answer useful for talking about ways in which the law fails or does it impose too narrow a lens? Are miscarriages of justice systemic or symptomatic, or are the problems which lead law to misfire idiosyncratic? Can law fail even when it reliably acquits the innocent and punishes the guilty? Can legal errors ever be "harmless"? What are the legal, cultural, and political meanings of a miscarriage of justice?

To answer these questions we will examine the contemporary innocence movement and the increased use of DNA to uncover law's failures as well as the impact of faulty eyewitness identifications, false confessions, biased juries, the politicization of prosecution, and racial bias in the criminal justice system. We will also examine the secret detention and trial of unlawful enemy combatants in the war on terror and the use of military tribunals. How do we think about miscarriage of justices in situations that openly claim different standards and different goals from the regular criminal justice system. We also will take up the treatment of miscarriages of justice in literature and popular culture.

Throughout, we will seek to identify the theoretical frames that are most productive in illuminating what happens when law fails as well as the broader implications of miscarriages of justice for the ways we think about law.

Requisite LJST 01 or 10 or consent of the instructor. Open to juniors and seniors. Limited to 15 students. Second semester. Professors Hussain and Sarat.

43. Law's History. (Research Seminar) History is the backbone of the common law, a body of principles developed over time through a slow accretion of decisions constantly engaged with their own historical antecedents, or "precedent." Thus, questions of history are integral to an understanding of the rhetorical and hermeneutic practices involved in the creation of legal doctrine. Paying close attention to legal texts—opinions, treatises, and commentary—we will examine the way legal scholars and jurists since the eighteenth century have used historical materials to construct narratives that can justify their decisions, and how those uses have changed over time.

Yet the problem of history in law extends beyond its justificatory use in legal texts, and will push us to further questions. What, in the context of doctrine-making, is history? Does it include the personal histories detailed at trial? Does it erase the lived experiences of social groups at specific historical moments? How do these "other" histories, embedded in every legal case but often obscured in judicial opinions and treatises, put into question the legal system's objective epistemological stance toward the very people over whom it presides?

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Omitted 2007-08. Professor Umphrey.

44. Late Modern Moral Philosophy and Legal Theory. (Analytic Seminar) No one disputes that moral argumentation is central to law's theory and practice. Yet what exactly do we mean when we speak of morality? In this course, we shall take up this question by closely studying what is arguably the paradigmatic text of modern moral philosophy, Kant's *Groundwork for the Metaphysics of Morals*. After studying the relations between Kant's *Groundwork* to Kant's more general philosophy of public and international law, we will then study a set of critiques of, and commentaries, on Kant's work. The purpose of this course will be to weigh and consider Kant's moral law as a point of reference for the critique of law today. Readings will include works by Adorno, Arendt, Butler, Derrida, Freud, Nietzsche, Levinas, Lacan, and Zizek.

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Omitted 2007-08. Professor Sitze.

47. Global Legality. Traditionally, the idea of law has been associated with the legal system of a nation state, derived from a national constitution and delimited by territorial borders. Yet today, with the complex process called globalization, it is often argued that the prominence of borders, the older sovereign powers of that state, and even the idea of a national law are all in decline.

Instead, we have an unprecedented flow of goods, money and people; the increasing regulation of economic and social life by supranational organizations such as the I.M.F. and World Bank; and with the institution of human rights, a new conception of rights and duties that is universal in scope. This class will examine the economic, cultural and, above all, legal dimensions of globalization. We will focus on the history of the League of Nations and the United Nations, the idea and practice of human rights, and the transfer of state powers to international agencies. We will also ask, however, if such processes are as new as they are often made out to be. Taking a larger historical perspective that includes colonialism and imperialism, we will trace older versions of a global legality, of the recurrent dream (or nightmare) of a single order of law and values to govern all of humankind.

Requisite: LJST 10 or consent of the instructor. Limited to 30 students. First semester. Professor Hussain.

49. Law and Love. (Analytic Seminar) At first glance, law and love seem to tend in opposing directions: where law is constituted in rules and regularity, love emerges in contingent, surprising, and ungovernable ways; where law speaks in the language of reason, love's language is of sentiment and affect; where law regulates society through threats of violence, love binds with a magical magnetism. In this seminar, placing materials in law and legal theory alongside theoretical and imaginative work on the subject of love, we invert that premise of opposition in order to look for love's place in law and law's in love. First we will inquire into the ways in which laws regulate love, asking how is love constituted and arranged by those regulations, and on what grounds it escapes them. In that regard we will explore, among other areas, the problematics of passion in criminal law and laws regulating sexuality, marriage, and family. Second we will ask, how does love in its various guises (as, philia, eros, or agape) manifest itself in law and legal theory, and indeed partly constitute law itself? Here we will explore, for example, sovereign exercises of mercy, the role of equity in legal adjudication, and the means that bind legal subjects together in social contract theory. Finally, we will explore an analogy drawn by W.H. Auden, asking how law is like love, and by extension love like law. How does attending to love's role in law, and law's in love, shift our imaginings of both?

Requisite: LJST 10 or consent of the instructor. Open to juniors and seniors. Limited to 15 students. First semester. Professor Umphrey.

50. Twentieth-Century American Legal Theory. (Analytic Seminar) The discipline of legal theory has the task of making law meaningful to itself. But there is a variety of competing legal theories that can make law meaningful in divergent ways. By what measure are we to assess their adequacy? Is internal coherence the best standard or should legal theory strive to accord with the extra-legal world? Then too, the institutions and practices of law are components of social reality and, therefore, as amenable to sociological or cultural analysis as any other component. Here again, many different kinds of sense can be made of law depending upon how "the social" is itself theorized. This course engages the theme of law and the problems of social reality by way of a three-step approach. The first part of the course presents an overview of the main lines of twentieth-century American legal thought. We begin with a study of legal formalism and the challenges posed to it by legal realism and its various successor theories. One focus of debate between formalism and its rivals is how much social realism should be brought to bear on legal analysis. Another question is: what kind of social realism should be brought to bear on the analysis of law. The second segment of the course provides a survey of some of the candidates. These include the Law and Society Movement, neo-Marxism and Critical Legal Studies. In the final segment we look at how these theoretical issues are given expression in connection with more practical contexts such as poverty law, labor law or criminal law.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 15 students. Omitted 2007-08. Senior Lecturer Delaney.

51. Before the Law: Reading Kafka. (Analytic Seminar) Since its introduction into the English language in 1947, the adjective "Kafkaesque" has become a commonplace in legal scholarship and lawyerly rhetoric. Kafka's name now serves as a synonym for one of law's outermost limits, designating an experience where law's language and logic have become incomprehensible, its relation to justice and morality severed, yet where, despite all of this, its force remains in effect. But while the popularization of "the Kafkaesque" might give the impression that Kafka's lessons have been learned, it should also cause us to wonder whether the opposite is not closer to the truth: that is, whether the conspicuous appropriation of Kafka in and by legal discourse has not also had the effect of muting Kafka's more troubling lessons about the nature of law itself. How exactly, then, did Kafka understand law? Under what conditions did he arrive at that understanding? And what relation to law's language, morality, and force are implied in Kafka's unique style of writing? In this course, we will take up these questions and more, approaching Kafka not as an author whose literary works just happen to touch upon law as merely one among many themes, but as a student of law whose lessons about law's relation to life, language, time, and desire could have been expressed only through the invention of a new style of writing.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 15 students. Omitted 2007-08. Professor Sitze.

56. Representing and Judging the Holocaust. (Research Seminar) This seminar will address some of the foundational questions posed by radical evil to the legal imagination. How have jurists attempted to understand the causes and logic of genocide, and the motives of its perpetrators? Is it possible to "do justice" to such extreme crimes? Is it possible to grasp the complexities of history in the context of criminal trial? What are the special challenges and responsibilities facing those who struggle to submit traumatic history to legal judgment? We will consider these questions by focusing specifically on a range of legal responses to the crimes of the Holocaust. Our examination will be broadly interdisciplinary, as we compare the efforts of jurists to master the problems of representation and judgment posed by extreme crimes with those of historians, social theorists, and artists. Readings will include original material from the Nuremberg, Eichmann, and Irving trials, and works by, among others, Hannah Arendt, Zygmunt Bauman, Christopher Browning, Primo Levi, and Art Spiegelman.

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Second semester. Professor Douglas.

57. Property, Liberty and Law. (Research Seminar) What we call property is enormously important in establishing the nature of a legal regime. Moreover, an exploration of property offers a window on how a culture sees itself. Examining how property notions are used and modified in practice can also provide critical insights into many aspects of social history and contemporary social reality.

We will begin our discussion of property by treating it as an open-ended cluster of commonplace and more specialized notions (e.g., owner, gift, lease, estate) used to understand and shape the world. We will look at how the relation of property to such values as privacy, security, citizenship and justice has been understood in political and legal theory and how different conceptions of these relations have entered into constitutional debates. We will also study the relationship of property and the self (How might one's relation to property enter into conceptions of self? Do we "own" ourselves? Our bodies or likenesses? Our thoughts?), property and everyday life (How are conceptions of property used to understand home, work and community?) and property and culture, (Do our conceptions of property influence understandings of cultural differences between ourselves and others? Does it make sense to claim ownership over one's ancestors?). In sum, this course will raise questions about how property shapes our understandings of liberty, personhood, agency and power.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 15 students. First semester. Senior Lecturer Delaney.

74. Norms, Rights, and Social Justice: Feminists, Disability Rights Activists and the Poor at the Boundaries of the Law. (Also Political Science 74.) See Political Science 74.

Limited to 15 students. First semester. Professor Bumiller.

77, 78. Senior Departmental Honors. Independent work under the guidance of a tutor assigned by the Department. Open to senior LJST majors who wish to pursue a self-defined project in reading and writing and to work under the close supervision of a faculty member. Admission is by consent of the Department.

97, 98. Special Topics. Independent Reading Courses. Reading in an area selected by the student and approved in advance by a member of the Department.

RELATED COURSES

History of Anthropological Theory. See Anthropology 23.
Second semester. Professor Gewertz.

Economic Anthropology and Social Theory. See Anthropology 43.
Second semester. Professor Goheen.

Science and the Courts. See Colloquium 25.
First semester. Visiting Professor Lezaun.

The Politics of the New Genetics. See Colloquium 34.
Second semester. Visiting Professor Lezaun.

Law and Economics. See Economics 66.
First semester. Professor Nicholson.

"The Linguistic Turn": Language, Literature and Philosophy. See English 54.
Omitted 2007-08. Professor Parker.

Topics in African History. See History 92.
Limited to 20 students. First semester. Professor Redding.

Normative Ethics. See Philosophy 34.
Requisite: One course in philosophy or consent of the instructor. Second semester. Keiter Visiting Professor Silverstein.

What Is Morality About? See Philosophy 38.
One course in Philosophy or consent of the instructor. Omitted 2007-08. Professor Shah.

Modern Classics in Political Philosophy. See Political Science 28.
First semester. Professor Mehta.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." See Political Science 42.
Omitted 2007-08. Professor Arkes.

Punishment, Politics and Culture. See Political Science 60.
First semester. Professor Sarat.

Psychology and the Law. See Psychology 63.
First semester. Professor Hart.

Ancient Israel. See Religion 21.
First semester. Professor Niditch.

Reading the Rabbis. See Religion 41.
First semester. Professor Niditch.

Foundations of Sociological Theory. See Sociology 15.
First semester. Professor Himmelstein.

Gender Labor. See Women's and Gender Studies 24.
Second semester. Professors Olver and Ellis.

LINGUISTICS

Courses in linguistics and related fields are offered occasionally through the Departments of Asian Languages and Civilizations, English, Mathematics and Computer Science, and Philosophy. The College does not offer a major in this subject. Students interested in linguistics are advised to consult Professor Wako Tawa, Department of Asian Languages and Civilizations, Amherst College.

MATHEMATICS AND COMPUTER SCIENCE

Professors Armacost‡, Call, Cox†, C. McGeoch (Chair), L. McGeoch, Rager‡, Starr‡, and Velleman; Associate Professor Kaplan; Assistant Professors Benedetto, Leise, and Tranbarger; Visiting Assistant Professor Hutz; Visiting Lecturer Goldman; STINT Fellow Oberg.

The Department offers the major in Mathematics and the major in Computer Science as well as courses meeting a wide variety of interests in these fields. Nonmajors who seek introductory courses are advised to consider Mathematics 05,

---

†On leave first semester 2007-08.
‡On leave second semester 2007-08.

09, 11, 15, and Computer Science 05 and 11, none of which requires a background beyond high school mathematics.

Mathematics

Major Program. The minimum requirements for the Mathematics major include Mathematics 11, 12, 13, 21 or 22 or 25, 26, 28 and three other elective courses in Mathematics numbered 14 of higher. In addition, a major must complete two other courses, using one of the following options:

A. Two courses, each of which is either an elective course in Mathematics numbered 14 or higher or a course from outside Mathematics chosen from among: Computer Science 27, 31, and 38, Physics 16, 17, 23, and 24, Philosophy 50, Economics 54, 58, 65, 67, and 73. (Note: this option can be satisfied by taking two math electives, one math elective and one outside course or two outside courses.)

B. Two courses from outside of Mathematics, one of which is chosen from the list in (A) above, and one of which is a requisite for that course chosen from the same discipline.

In either option A or B, requests for alternative courses must be approved in writing by the chair of the Department.

Students with a strong background in Mathematics may be excused from taking certain courses such as introductory calculus courses. It is recommended that such students take the Advanced Placement Examination in Mathematics.

A student considering a major in Mathematics should consult with a member of the Department as soon as possible, preferably during the first year. This will facilitate the arrangement of a program best suited to the student's ability and interests. Students should also be aware that there is no single path through the major; courses do not have to be taken in numerical order (except where required by prerequisites).

For a student considering graduate study, the Departmental Honors program is strongly recommended. Such a student is advised to take the Graduate Record Examination early in the senior year. It is also desirable to have a reading knowledge of two foreign languages, usually French, German, or Russian.

All students majoring in Mathematics are expected to attend the departmental colloquium during their junior and senior years.

Comprehensive Examination. A comprehensive examination for majors who are not participating in the Honors Program will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Mathematics 11, 12, 13, 21 or 22 or 25, and a choice of Mathematics 26 or 28. A document describing the comprehensive examination can be obtained from the Department Coordinator.

Departmental Honors Program. Students are admitted to the Honors Program on the basis of a qualifying examination given at the beginning of the spring semester of their junior year. (Those for whom the second semester of the junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is identical to the comprehensive examination mentioned above and is described in a document available from the Department Coordinator. Before the end of the junior year, an individual thesis topic will be selected by the Honors candidate in conference with a member of the Department. After intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of material, if not in content. In addition, the candidate will report to the departmental colloquium on her or his thesis work during the senior year. Honors candidates are also required to complete Mathematics 31 and either Mathematics 42 or 44.

05. Calculus with Algebra. Mathematics 05 and 06 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 05 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 05 and 06 are sufficient for any course with a Mathematics 11 requisite, Mathematics 05 alone is not. However, students who plan to take Mathematics 12 should consider taking Mathematics 05 and then Mathematics 11, rather than Mathematics 06.

First semester. Professor Leise.

06. Calculus with Elementary Functions. Mathematics 06 is a continuation of Mathematics 05. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 05 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Four class hours per week.

Second semester. Professor Leise.

09. Lies, Damned Lies, and Statistics. In 1895 H.G. Wells wrote that "Statistical thinking will one day be as necessary for efficient citizenship as the ability to read and write." Today, statistics are cited to sway our opinion on everything from which toothbrush dentists prefer to how crime rates have changed from one political administration to the next. This seminar focuses not on statistical calculations, but on the critical evaluation of statistics that are presented every day in mass media. Topics to be discussed include proper survey and study methodologies, accurate visual displays of information, fundamentals of probability, the basics of hypothesis testing and confidence intervals, as well as the true meaning of correlation and the limitations of regression models. Three class meetings per week.

Limited to 20 students. Omitted 2007-08.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, antiderivatives; applications, including max/min problems and related rates; the definite integral, simple applications; trigonometric functions; logarithms and exponential functions. Four class hours per week.

First semester. The Department. Second semester. Professor Bennedetto.

12. Intermediate Calculus. A continuation of Mathematics 11. Inverse trigonometric and hyperbolic functions; methods of integration, both exact and approximate; applications of integration to volume and arc length; improper integrals; l'Hôpital's rule; infinite series, power series and the Taylor development; and polar coordinates. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. First and second semesters. The Department.

13. Multivariable Calculus. Elementary vector calculus; introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First and second semesters. The Department.

15. Discrete Mathematics. This course is an introduction to some topics in mathematics that do not require the calculus. Emphasis is placed on topics that have applications in computer science, including elementary set theory, logic, mathematical induction; basic counting principles; relations and equivalence relations; graph theory; and rates of growth. Additional topics may vary from year to year. This course not only serves as an introduction to mathematical thought but it is also recommended background for advanced courses in computer science. Four class hours per week.

Second semester. Professor Cox.

16. Chaotic Dynamical Systems. Given a system such as the weather, the stock market or the population of a large city, there are many questions that can be asked about its long-term behavior. A Dynamical System is a mathematical model of such a system, and in this course, we will study dynamical systems from a mathematical point of view. In particular, we will describe the various ways in which a dynamical system can behave, and we will discover that some very simple systems can have surprisingly complex behavior. This will lead to the notion of a chaotic dynamical system. We will also discuss Newton's method, fractals, and iterations of complex functions. Three class hours per week plus a weekly one-hour computer laboratory. Offered in alternate years.

Requisite: Mathematics 13 or consent of the instructor. Omitted 2007-08.

17. Introduction to Statistics. This course is an introduction to applied statistical methods useful for the analysis of data from all fields. Brief coverage of data summary and graphical techniques will be followed by elementary probability, sampling distributions, the central limit theorem and statistical inference. Inference procedures include confidence intervals and hypothesis testing for both means and proportions, non-parametric alternatives to standard hypothesis tests of the mean, the chi-square test, simple linear regression, and a brief introduction to analysis of variance (ANOVA). Three class hours plus one hour of laboratory per week.

Limited to 20 students. First and second semesters. Professor Tranbarger.

18. Regression Modeling and Design of Experiments. This continuation of Mathematics 17 includes more detailed regression modeling using both linear and multiple regression techniques. Also covered are categorial data analysis techniques such as chi-square tests, regression modeling with indicator variables and logistic regression, followed by one and two factor analysis of variance (ANOVA). Two class hours plus two hours of laboratory per week.

Not open to students who took Math 36 in 2005-06. Requisite: Mathematics 17. Second semester. Professor Tranbarger.

19. Wavelet and Fourier Analysis. The first half of the course covers continuous and discrete Fourier transforms (including convolution and Plancherel's formula), Fourier series (including convergence and the fast Fourier transform algorithm), and applications like heat conduction along a rod and signal processing. The second half of the course is devoted to wavelets: Haar bases, the discrete Haar transform in 1 and 2 dimensions with application to image analysis, multiresolution analysis, filters, and wavelet-based image compression like JPEG2000. Three class hours per week plus a weekly one-hour computer laboratory.

Requisite: Mathematics 13 and one of 21, 22, or 25. First semester. Professor Leise.

20. Topics in Differential Equations. The study of differential equations is an important part of mathematics that involves many topics, both theoretical and practical. The precise subject matter of this course will vary from year to year. For spring 2007, the topics will be nonlinear dynamics and chaos. We will study the dynamics of one- and two-dimensional flows. The focus of the course will be on bifurcation theory: how do solutions of nonlinear differential equations change qualitatively as a control parameter is varied, and how does chaos arise? To illustrate the analysis, we will consider examples from physics, biology, chemistry, and engineering. The course will also cover basic theorems concerning existence and uniqueness of solutions and continuous dependence on parameters. Three class hours per week plus a weekly one-hour computer laboratory.

Requisite: Mathematics 13 or consent of the instructor. Limited to 20 students. Omitted 2007-08.

21. Linear Algebra. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence, basis, and dimension; systems of linear equations and their solution by Gaussian elimination; matrix operations; linear transformations and their representations by matrices; eigenvalues and eigenvectors; and inner product spaces. Special attention will be paid to the theoretical development of the subject. Four class meetings per week.

Requisite: Mathematics 12 or consent of the instructor. This course and Mathematics 22 or 25 may not both be taken for credit. First semester. Professor Velleman.

22. Linear Algebra with Applications. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence, basis, and dimension; systems of linear equations and their solution by Gaussian elimination; matrix operations; linear transformations and their representations by matrices; eigenvalues and eigenvectors; and inner product spaces. Additional topics include ill-conditioned systems of equations, the LU decomposition, covariance matrices, least squares, and the singular value decomposition. Recommended for Economics majors who wish to learn linear algebra. Four class hours per week, with occasional in-class computer labs.

Requisite: Mathematics 12 or consent of the instructor. This course and Mathematics 21 or 25 may not both be taken for credit. Second semester. Professor Leise.

24. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: cryptology; Diophantine equations; asymptotic prime number estimates; continued fractions; algebraic integers. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Omitted 2007-08.

26. Groups, Rings and Fields. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 21 or 25 or both 15 and 22 or consent of the instructor. Second semester. Professor Benedetto.

27. Set Theory. Most mathematicians consider set theory to be the foundation of mathematics, because everything that is studied in mathematics can be defined in terms of the concepts of set theory, and all the theorems of mathematics can be proven from the axioms of set theory. This course will begin with the axiomatization of set theory that was developed by Ernst Zermelo and Abraham Fraenkel in the early part of the twentieth century. We will then see how all of the number systems used in mathematics are defined in set theory, and how the fundamental properties of these number systems can be proven from the Zermelo-Fraenkel axioms. Other topics will include the axiom of choice, infinite cardinal and ordinal numbers, and models of set theory. Four class hours per week.

Requisite: Mathematics 15, 21 or 25 or 28, or consent of the instructor. Second semester. Professor Velleman.

28. Introduction to Analysis. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence. The course may also study the Gamma function, Stirling's formula, or Fourier series. Four class hours per week.

Requisite: Mathematics 13. Second semester. Visiting Professor Hutz.

29. Probability. This course explores the nature of probability and its use in modeling real world phenomena. The course begins with the development of an intuitive feel for probabilistic thinking, based on the simple yet subtle idea of counting. It then evolves toward the rigorous study of discrete and continuous probability spaces, independence, conditional probability, expectation, and variance. Distributions covered include the Bernoulli and Binomial, Hypergeometric, Poisson, Normal, Gamma, Beta, Multinomial, and bivariate Normal. Four class hours per week.

Not open to students who have previously taken Mathematics 14. Requisite: Mathematics 12 or consent of the instructor. Omitted 2007-08.

30. Mathematical Statistics. This course examines the theory behind common statistical inference procedures including estimation and hypothesis testing. Beginning with exposure to Bayesian inference, the course will cover Maximum Likelihood Estimators, sufficient statistics, sampling distributions, joint distributions, confidence intervals, hypothesis testing and test selection, non-parametric procedures, and linear models. Four class hours per week.

Requisite: Probability (Mathematics 14 or 29) or consent of the instructor. Omitted 2007-08.

31. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorem; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 13. First semester. Professor Starr.

34. Mathematical Logic. Mathematicians confirm their answers to mathematical questions by writing proofs. But what, exactly, is a proof? This course begins with a precise definition specifying what counts as a mathematical proof. This definition makes it possible to carry out a mathematical study of what can be accomplished by means of deductive reasoning and, perhaps more interestingly, what cannot be accomplished. Topics will include the propositional and predicate calculi, completeness, compactness, and decidability. At the end of the course we will study Gödel's famous Incompleteness Theorem, which shows that there are statements about the positive integers that are true but impossible to prove. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 15, 21 or 25 or 28, or consent of the instructor. Omitted 2007-08.

36. Advanced Applied Statistics. This continuation of Mathematics 17 includes more detailed regression modeling using both linear and multiple regression techniques. Also covered are categorical data analysis techniques such as chi-square tests, regression modeling with indicator variables and logistic regression, followed by one and two factor analysis of variance (ANOVA). Four class meetings per week.

Requisite: Mathematics 17. Omitted 2007-08.

37. Topics in Mathematics. The topics may vary from year to year. The topic for fall 2007 is Galois Theory, which is the systematic study of the roots of polynomials. The key idea, first glimpsed by Lagrange and later brought to fruition by Galois, is that there is a deep relation between group theory and the structure of the set of roots of a given polynomial. One of the most famous results of the theory is that there is no analogue of the quadratic formula for polynomials of degree five and higher; another is the impossibility of trisecting an angle with straightedge and compass. This course will develop Galois Theory from the basics of groups and fields. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 26. First semester. Professor Benedetto.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Second semester. Professor Cox.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Omitted 2007-08.

77, 78. Senior Departmental Honors.

Open to seniors with the consent of the Department. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

RELATED COURSE

Philosophy of Mathematics. See Philosophy 50.
Omitted 2007-08. Professors A. George and Velleman.

Computer Science

Major Program. The minimum requirements for the Computer Science major include Computer Science 11, 12, 14, 21, and 31, and three additional Computer Science courses numbered above 21. In addition, a major must complete Mathematics 11, one of Mathematics 15, 26, and 28, and one other Mathematics course numbered 12 or higher.

Students with a strong background may be excused from taking Computer Science 11, 12 and/or Mathematics 11. It is recommended that such students take the appropriate Advanced Placement Examination and consult with a member of the Department in the first year. If excused from all three, a major must take one additional elective in Computer Science. Majors are encouraged to complete Computer Science 11, 12, 14, and 21, Mathematics 11, and one of Mathematics 15, 26, or 28 before the junior year.

Participation in the Departmental Honors program is strongly recommended for students considering graduate study in computer science. Such students should consult with a member of the Department in the junior year to plan advanced coursework and to discuss fellowship opportunities. Most graduate programs in computer science require that the applicant take the Graduate Record Examination early in the senior year.

All students majoring in Computer Science are expected to attend the departmental colloquium during their junior and senior years.

Comprehensive Examination. A comprehensive examination for majors will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Computer Science 11, 14, 21, and 31. A document describing the comprehensive examination can be obtained from the Department Coordinator.

Departmental Honors Program. The Honors Program in Computer Science is open to senior majors who wish to pursue independent research and to write a thesis. A student may apply to the program by submitting a proposal during the spring semester of the junior year. If the proposal is accepted, the student is admitted to the program, enrolls in Computer Science 77 for the fall semester, and begins research under the guidance of a faculty advisor. Students in Computer Science 77 meet together weekly to discuss their independent work. At the end of the fall semester, each student writes an extended abstract describing his or her work. Students whose abstracts show significant progress are admitted to Computer Science 78 and complete a thesis during the spring semester. A document describing the details of the Honors Program is available from the Department Coordinator.

05. Demystifying the Internet. This course provides an introductory survey of topics in computer science that are related to the Internet. Students will become familiar with the history and underlying structure of the Internet and with technologies such as email, web browsers, search engines, and web page design tools. We will learn about the science behind the technology: topics to be addressed include network design and network protocols, limitations of modern encryption methods, and applications of algorithmics and artificial intelligence to the design of search engines. Some time will also be spent considering social issues such as privacy, worms and viruses, spam, cookies, and encryption policy. Two class meetings per week, with occasional in-class lab sessions.

This course does not provide prerequisite credit for any computer science course, nor does it count towards the computer science major. No previous experience with computers is required. Limited to 40 students. Omitted 2007-08.

11. Introduction to Computer Science I. This course introduces ideas and techniques that are fundamental to computer science. The course emphasizes procedural abstraction, algorithmic methods, and structured design techniques. Students will gain a working knowledge of a block-structured programming language and will use the language to solve a variety of problems illustrating ideas in computer science. A selection of other elementary topics will be presented, for example: the historical development of computers, comparison and evaluation of programming languages, and artificial intelligence. A laboratory section will meet once a week to give students practice with programming constructs. Two class hours and one one-hour laboratory per week.

First semester: Professor Rager. Second semester: Professor Kaplan.

12. Introduction to Computer Science II. A continuation of Computer Science 11. This course will emphasize more complicated problems and their algorithmic solutions. The object-oriented programming paradigm will be discussed in detail, including data abstraction, inheritance and polymorphism. Other topics will include the implementation of simple data structures and the use of finite-state machines in algorithm design. A laboratory section will meet once a week to give students practice with programming constructs. Two class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or consent of the instructor. This course is the appropriate starting point for most students with some prior programming experience. It is open to students who took Computer Science 11 before 2003-04 only with consent of the instructor. First semester: Professor Kaplan. Second semester: Professor L. McGeoch.

14. Introduction to Computer Systems. This course will provide an introduction to computer systems, stressing how computers work. Beginning with Boolean logic and the design of combinational and sequential circuits, the course will discuss the design of computer hardware components, microprocessing and the interpretation of machine instructions, and assembly languages and machine architecture. The course will include a brief introduction to operating systems and network communication. A laboratory section will allow students to design and build digital circuits and to develop assembly language programs. Three class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or some programming experience. Second semester. Professor C. McGeoch.

15. Scientific Computing. (Also Physics 15.) This course explores how computation can be used effectively to solve problems arising in scientific disciplines. Topics include numerical integration, solving systems of equations and differential equations, root finding, the fast Fourier transform, statistical tests, random number generation, curve fitting, error analysis, and simulation of physical systems. We will emphasize ways of constructing correct, efficient algorithms and of implementing those algorithms well

No previous programming experience is required, but quantitative aptitude is essential. Students will be expected to learn the basics of programming in the first few weeks and will do substantial programming throughout the semester.

Requisite: Mathematics 11. First semester. Professors Hall and L. McGeoch.

21. Data Structures. A fundamental problem in computer science is that of organizing data so that it can be used effectively. This course introduces basic data structures and their applications. Major themes are the importance of abstraction in program design and the separation of specification and implementation. Program correctness and algorithm complexity are also considered. Data structures for lists, stacks, queues, trees, sets and graphs are discussed. This course will provide advanced programming experience. Three class hours per week.

Requisite: Computer Science 12. First semester. Professor L. McGeoch.

23. Programming Language Paradigms. The main purpose of a programming language is to provide a natural way to express algorithms and computational structures. The meaning of "natural" here is controversial and has produced several distinct language paradigms; furthermore the languages themselves have shaped our understanding of the nature of computation and of human thought processes. We will explore these paradigms and discuss the major ideas underlying language design. We will apply formal methods to analyze the syntax and semantics of programming languages. Several languages will be introduced to illustrate ideas developed in the course. Three class meetings per week. Offered in alternate years.

Requisite: Computer Science 21 or consent of the instructor. Omitted 2007-08.

24. Artificial Intelligence. An introduction to the ideas and techniques that allow computers to perform intelligently. The course will cover both methods to solve "general" problems (e.g., heuristic search and theorem provers) and "expert systems" which solve specific problems (e.g., medical diagnosis). Laboratory work will include introductions to LISP and/or PROLOG and to special AI tools. Other topics will be chosen to reflect the interest of the class and may include: communicating in English, game playing, planning, vision and speech recognition, computers modeled on neurons, learning, modeling of human cognitive processes and the possibility and implications of the existence of non-human intelligence. Three class meetings per week. Offered in alternate years.

Requisite: Computer Science 11. First semester. Professor Rager.

25. Artificial Intelligence II.

Omitted 2007-08.

27. Cryptography. Banks, businesses, and governments have long needed the ability to transmit information between computers while preventing eavesdroppers from acquiring the information. With the expansion of electronic commerce on the Internet, individuals need similar assurance that their transactions are private. One way to try to keep information secret is to *encrypt* it before transmitting it. Encryption can also be used to achieve other goals of secure communications, such as permitting "digital signatures" on electronic messages in order to prevent the transmission of fraudulent messages. In this course we will study a variety of encryption schemes, how they can be used, and how secure they are. Topics will include classical cryptosystems, the data encryption standard, public-key cryptography, key escrow systems, and public policy on encryption. Three one-hour lectures per week. Offered in alternate years.

Requisites: Computer Science 21 and one of Mathematics 15, 24, 26, or 28. Omitted 2007-08.

29. Networks. Computing networks have fundamentally changed the ways we use computers. The ubiquity of networks and their broad range of uses have introduced substantial challenges in the design and analysis of computer communication. It is now critical that any pair of computers be able to communicate large amounts of data with minimal delay, thus producing challenges for the design, management, and analysis of networks.

This course will examine the underlying concepts that make computer networks possible. We will begin with the problems of communicating between two computers, and then we will address the problems of building generalized networks for an arbitrary number of computers. Topics will include layered network structure, signaling methods and their theoretical limitations, error detection and correction, flow control, routing, congestion, protocol design, compression, encryption, programming interfaces, and security.

Requisite: Computer Science 11. Second semester. Professor Kaplan.

31. Algorithms. This course addresses the design and analysis of computer algorithms. Although theoretical analysis is emphasized, implementation and evaluation techniques are also covered. Topics include: set algorithms such as sorting and searching, graph traversal and connectivity algorithms, string algorithms, numerical algorithms, and matrix algorithms. Algorithm design paradigms will be emphasized throughout the course. The course will end with a discussion of the theory of NP-Completeness and its implications. Four class hours per week.

Requisites: Computer Science 21 and Mathematics 15, 26, or 28 or consent of the instructor. First semester. Professor C. McGeoch.

32. Introduction to Computer Graphics and Geometric Modeling. This course covers basic concepts and techniques in Computer Graphics and Geometric Modeling, including color, lighting, shading, ray tracing, hidden surface algorithms, solid modeling and radiosity. Fractals, Bezier and B-spline curves and surfaces, and subdivision schemes will also be discussed. Emphasis will be placed on mathematical methods underlying these basic concepts and techniques.

Requisites: Mathematics 11, Computer Science 11 or 12, or consent of the instructor. First semester. Visiting Lecturer Goldman.

37. Compiler Design. An introduction to the principles of the design of compilers, which are translators that convert programs from a source language to a target language. Some compilers take programs written in a general-purpose programming language, such as C, and produce equivalent assembly language programs. Other compilers handle specialized languages. For instance, text processors translate input text into low-level printing commands. This course examines techniques and principles that can be applied to the design of any compiler. Formal language theory (concerning regular sets and context-free grammars) is applied to solve the practical problem of analyzing source programs.

Topics include: lexical analysis, syntactic analysis (parsing), semantic analysis, translation, symbol tables, run-time environments, code generation, optimization, and error handling. Each student will design and implement a compiler for a small language. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. Second semester. Professor L. McGeoch.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: regular, context-free and context-sensitive languages, finite state automata, Turing machines, decidability, and computational complexity. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 11 and Mathematics 15, 26 or 28 or consent of the instructor. Omitted 2007-08.

39. Principles of Operating System Design. An introduction to the design and implementation of operating systems. The problem of managing computer resources is complex, and there are significant system design issues concerning process management, input/output control, memory management, and file systems. This course examines these issues and the principles that are the basis of modern operating systems. Topics include: interprocess communication, process scheduling, deadlock avoidance, device drivers, virtual memory, and security. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. Omitted 2007-08.

40. Seminar in Computer Science. The topic for 2005 was Computational Biology. Recent advances in understanding the molecular basis of life rely not only on the traditional laboratory methods of the biologist but also on computational techniques for extracting meaning from enormous amounts of data. This field presents hard new problems to the computer scientist, as well as opportunities to bring existing techniques to bear on a new domain. In this course we will study algorithms and data structures that address such problems as multiple sequence alignment, physical mapping, similarity search, gene detection, protein structure prediction, genome rearrangements, and the construction of phylogenetic trees.

Requisite: Computer Science 21. Omitted 2007-08.

77, 78. Senior Departmental Honors.

Open to seniors with consent of the Department. First and second semesters. The Department.

97, 98. Special Topics. Independent reading.

MELLON SEMINAR

The Andrew W. Mellon Professorship is awarded for a three-year period to a member of the faculty whose scholarship and teaching transcend normal disciplinary lines. The Mellon Professor contributes to the continuing process of curriculum revision and revitalization by developing courses or colloquia exploring new ways to teach and learn in his or her area of interest and inquiry.

12. From Dilemma to Dialogue: Science, Values and Spiritual Traditions. From Galileo's imprisonment by the Church to the dropping of the first atomic bomb on Hiroshima, establishing the right relationship between science, human values and spiritual convictions has only become more important. The division between knowledge and ethics, science and religion, objective knowledge and subjective experience, reflects a deep divide in our understanding of the human being as debated by scientists, philosophers and theologians. Using contemporary and historical sources, we will explore the complex interaction between science, values and spiritual traditions as they seek to understand reality and resolve ethical dilemmas. We will look for ways to move from dilemma to dialogue and collaboration. Examples of such attempts will include recent collaborative work between cognitive scientists and the Dalai Lama, the feminist critique of science, the scientific studies of the German poet Goethe, and the

Hermetic tradition. In addition to readings, films, seminar discussion and analysis, this class will emphasize reflective, experiential and contemplative methods of learning.

Limited to 30 students. Second semester. Professor Zajonc.

MUSIC

Professor Kallick (Chair, second semester); Associate Professor Schneider‡ (Chair, first semester); Assistant Professors Engelhardt and Sawyer; Valentine Visiting Professors Móricz, Rosenak, and Street; Visiting Associate Professor Atlas; Five College Assistant Professor Omojola; Lecturer Diehl.

The Music Department offers a full range of courses both for students with previous musical experience and for those coming to the study of music for the first time. We strive as a department—within the limits of our resources—to support the widest possible range of musical styles in our course offerings and performance activities. We encourage all students interested in making music a part of their lives and their liberal arts education to acquire a strong mastery of the fundamentals of musicianship. Students in need of review of music fundamentals (scales, key signatures, intervals, sight-singing) and those particularly interested in learning to read music should enroll in Music 11. Students with fluency in music fundamentals but without extensive theory background should consider Music 12, 65, and 69. Students who have not previously taken a course in music theory at Amherst College should take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. Students contemplating a major in music should take the necessary background courses so as to elect Music 31 no later than the fall of their junior year. Students will not be admitted to the major before the completion of Music 31. Students contemplating honors work must complete Music 32 no later than the spring of their sophomore year. (This applies beginning with the class of 2008.)

Performance Instruction. Performance Instruction (29H—fall semester and 30H—spring semester) is available on a credit or non-credit basis. A fee is charged in either case. For 2007-08 the fee for each semester course will be $600, for which the student is fully committed following the 14-day add/drop period. Students who wish to elect performance instruction for credit must meet the criteria outlined under the heading PERFORMANCE. Students who elect performance instruction for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. Normally no more than one half-credit of performance instruction is allowed per semester. See the Music Department Coordinator for information regarding instructors for this program.

Major Program. The Department offers the major in Music with a concentration in performance (classical, jazz, and World music), composition, music scholarship (music history, theory, and the anthropology of music), and music drama and opera studies. Students interested in declaring a music major should contact the chair, normally no later than the first week of their junior year. Students will not be admitted to the major before the completion of Music 31. At the time of application to the major, students will be asked to describe in writing their goals for the major and the courses they plan to elect (www.amherst.edu/~music/MusicMajorForm.pdf). Normally, students will not be admitted to the major in their senior year. In consultation with a member of the department, students determine the most appropriate manner for fulfilling the departmental requirement of eight semester courses. Note that because the music faculty is eager to help students create individualized paths in the major, we strongly encourage potential majors to speak with members of the department as early as possible in their academic careers. We urge, as well, that students acquaint themselves with the wide variety of music courses available through Five College Interchange. For example, courses in African-American music are also offered at the University of Massachusetts and Hampshire College; courses in rock and popular music at Smith College, and courses on African music are offered at Mount Holyoke College. Above all, the Department is committed to helping students put together the program best suited to their interests, abilities, and aspirations. All majors must elect at a minimum: one course in Music and Culture (Music 21, 22, or 23 [applies to the class of 2009]); Music 31 and 32; and one course designated as a major seminar. A class designated as a major seminar must be taken after the completion of Music 31 to fulfill the major seminar requirement. In 2007-08, major seminars include Music 33, Music 42 and 49. Majors contemplating honors work must also elect Music 33 or 34. Majors contemplating honors in Composition must complete Music 71 or Music 72 no later than the spring of their junior year, and normally Music 69 in preparation.

---

‡On leave second semester 2007-08.

Comprehensive Examination. Majors who are not electing to do honors work must successfully complete a comprehensive examination in the senior year, or by permission of the Department enroll in a second major seminar. No comprehensive exam is required of students doing honors projects. Note that Music 33, 42 and 49 may be used to fulfill either the seminar requirement or comprehensive examination requirement, but not both.

Departmental Honors Program. In the senior year students may elect to do honors work—a critical thesis (historical, theoretical, or ethnomusicological), a major composition project, a major music drama or opera project, or performance of a full recital. In preparation for this work, a student will ordinarily elect a number of courses in a field of concentration beyond those required. Students doing full recital honors work in Performance are required to take at least two semesters of private instruction prior to the senior year and be affiliated with a private instructor while enrolled in Music 77 and 78. The thesis course, Music 77-78, should be elected in the senior year. Students interested in the Honors Program should inform the Department of their plans no later than the midpoint of the spring semester in their junior year. An honors proposal must be submitted to the Music Department for approval no later than the end of drop/add in the fall of the senior year.

INTRODUCTORY COURSES

01. Discovering Music. An introductory course designed to teach those with little or no musical background to listen to and write about music with greater understanding. A historical survey of Western art music ranging from Gregorian chant to music of the 1990s will enable students to identify a wide range of styles and genres of vocal and instrumental music. Assignments will emphasize aural analysis and be complemented by the reading of select historical documents.

Exams will include listening identification. No musical background necessary. Two class meetings and one listening section per week.
Omitted 2007-08.

03. Sacred Sound. Sacred Sound examines the relationship between music and religion in broad comparative perspective. In the context of major world religions, new religious movements, and traditional spiritual practices, we will address fundamental issues concerning sacred sound: How does music enable and enhance the ritual process? How is sound sacred and what are its effects? What happens as sacred sound circulates globally among diverse communities of listeners and in secular spaces? Listening, reading, and discussion will include Sufi music from Pakistan, Haitian Vodou, the songs of Ugandan Jews, Orthodox Christian hymns from Estonia, Islamic popular music from Malasia, Chinese Buddhist chant, spirit possession music from Bali, and the music of Korean Shamans. We will also benefit from visiting performers and the sacred sounds of religious communities in and around Amherst. Two class meetings per week.
First semester. Professor Engelhardt.

04. Global Sound. This course explores the global scale of much music-making and musical consumption today. Migration, diaspora, war, tourism, postsocialist and postcolonial change, commerce, and digital technology have all profoundly reshaped the way musics are created, circulated, and consumed. These forces have also illuminated important ethical, legal, and aesthetic issues concerning intellectual property rights and the nature of musical authorship, the appropriation of "traditional" musics by elites in the global North, and local musical responses to transnational music industries, for instance. Through a series of case studies that will include performances and workshops by visiting musicians, Global Sound will examine how musics animate processes of globalization and how globalization affects musics by establishing new social, cultural, and economic formations.
Omitted 2007-08. Professor Engelhardt.

05. African Popular Music. (Also Black Studies 31.) The course examines modern popular musical idioms in Africa. Regional examples like the West African *highlife*, the Central African *soukous* and the South African *mbaqanga* provide the basis for assessing the significance of popular music as a creative response to the dynamics of colonial and postcolonial environments in twentieth-century Africa. Themes explored include: the use of music in the construction of social identity, the impact of social and political structures on musical practice, and the interaction of local and global elements.
First semester. Five College Professor Omojola.

07. Music, Human Rights, and Cultural Rights. While music is commonly thought of as a human universal, questions concerning the universality of human rights and the relativity of cultural forms are becoming more urgent because of global interaction and conflict. Music gives voice to human dignity and makes claims about social justice. Music is a register of power and domination, as is its silencing. The specific cultural contexts that give music its meaning may not translate into global areas, thus highlighting the dilemmas of universality. In this course, we will examine musical censorship in Senegal, Afghanistan, and Mexico, music and the indigenous rights of the Naxi in China and the Suyá in Brazil, the use of music as an instrument of torture by the United States military, music and HIV/AIDS activism in Uganda, popular music and minority language protection in the Russian Federation, and the place of music in the study of trauma, disabilities, and human ecology. The course will feature visiting performers and will pay particular attention to the discretely musical aspects of human and cultural rights. Our work will be oriented towards activism beyond the classroom. Two class meetings per week.

Second semester. Professor Engelhardt.

09 and 09H. Performance and Analysis I. Members of the class will be assigned to chamber ensembles, representing a range of repertoire from the past and present. Ensembles will include both student and artist musicians, who will prepare works for performance in class sessions and private coachings. Intensive class analysis will serve as the basis of musical expression and interpretation. This course is open to singers and instrumentalists. Music 09 may be elected either as a full credit or half credit and may be repeated.

Admission with consent of the instructor. First semester. Professor Kallick.

10 and 10H. Performance and Analysis II. Members of the class will be assigned to chamber ensembles, representing a range of repertoire from the past and present. Ensembles will include both student and artist musicians, who will prepare works for performance in class sessions and private coachings. Intensive class analysis will serve as the basis of musical expression and interpretation. This course is open to singers and instrumentalists. Music 10 may be elected either as a full credit or half credit and may be repeated.

Admission with consent of the instructor. Second semester. Professor Kallick and Valentine Professor Street.

11. Introduction to Music. This course is intended for students with little or no background in music who would like to develop a theoretical and practical understanding of how music works. Students will be introduced to different kinds of musical notation, melodic systems, harmonies, meters, and rhythmic techniques with the goal of attaining basic competence in the performance and creation of music. The music we analyze and perform will be drawn from the Western tonal tradition as well as a variety of other musical traditions. Assignments will include notational exercises, short papers, and the preparation of music for classroom performance. This course serves as a prerequisite for many other Music Department offerings. Three class meetings and one lab section per week.

Students with some musical experience contemplating Music 11 are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. First semester. Professor Engelhardt.

11. Introduction to Music. This course is intended for students with little or no background in music who would like to develop a theoretical and practical understanding of how music works. Students will be introduced into the technical details of music such as musical notation, intervals, basic harmony, meter and rhythm. Familiarity with basic music theory will enable students to read and perform at sight as well as to compose melodies with chordal accompaniment. Music analyzed and performed during the course will be drawn primarily from the Western tonal tradition. Assignments will include notational exercises, short papers and preparation of music for classroom performance. This course serves as a requisite for many of the music department offerings. Three class meetings and one lab section per week.

Students with some musical experience contemplating Music 11 are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/

~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. Second semester. Valentine Professor Móricz.

12. Exploring Music. Through composition and performance of our own works and through the analysis of popular masterworks from Bach to Broadway, we will build a solid working understanding of the basic principles of melody and harmony in the Western tradition. Creative assignments will include writing melodies and accompaniments as well as brief exercises solving specific musical problems. We will use our instruments and voices to bring musical examples to life in the classroom. Three hours of classroom instruction plus a one-hour lab session for ear- and musicianship-training per week.

Requisite: Ability to read music, some experience in singing or playing an instrument, or Music 11. Students who have not previously taken a course in music theory at Amherst College are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. First semester: Professor Schneider. Second semester: Valentine Professor Rosenak.

16. Dungeons and Dragons. The fantastic, the criminal, and the mysterious are opera's coin of the realm. In a course designed as an introduction to opera and musical theatre, we will explore how myth, history, and tales reflecting cultural conflict join with music and stagecraft to create musical drama. Listening, video viewing, and trips to live productions will be central to the semester's work. Two class meetings per week.

Omitted 2007-08. Professor Kallick.

STUDIES IN OPERA AND MUSICAL THEATER

18. Creating Musical Drama. In conjunction with the music department's 2005-06 Mozart Project, Music 18 staged one of the greatest of all operas, Mozart's *The Marriage of Figaro*. Maestro Mark Swanson, stage director Scott Parry, lighting designer Michael Baumgarten, and a cast of remarkable young singers joined us in creating a fully staged production of Mozart's quintessential exploration of bedroom farce, political revolution, and human folly. No experience in music or theater required, only a desire to engage fully with Mozart and his music.

Omitted 2007-08. Professor Kallick.

STUDIES IN MUSIC HISTORY AND CULTURE

20. Mahler and Shostakovich Symphonies. Gustav Mahler (1860-1911) and Dmitri Shostakovich (1906-1975) are arguably the two greatest symphonic composers after Beethoven. In this course we will compare and contrast their highly charged music and explore the eras in which they worked—for Mahler, imperial Vienna on the eve of World War I, and for Shostakovich, revolutionary Russia under the tyrannical reign of Joseph Stalin. The class will attend Mahler and Shostakovich performances in New York and Boston. Two class meetings per week.

Requisite: Music 12 or consent of the instructor. Omitted 2007-08. Professor Kallick.

21. Music and Culture I. (Also European Studies 37.) One of three courses in which music is studied in relation to issues of history, theory, culture, and performance, with the focus of the course changing from year to year. This course is an introduction to European music in the Medieval, Renaissance, and Baroque eras. We will begin by singing Gregorian chant and will go on to cover such topics as the music of the Troubadours, the polyphonic style associated with Notre Dame, the development of musical notation, Renaissance sacred polyphony, madrigals, court dances, and the birth of opera. Throughout the course we will seek to bring the music we study alive by singing and/or playing. We will also host several professional performers of "early music" who will help us understand how this music is likely to have sounded at the time of its creation.

Requisite: Music 12 or consent of the instructor. Omitted 2007-08. Professor Schneider.

22. Music and Culture II. One of three courses in which the stylistic development of Western music is studied in its cultural-historical context. In this course the emphasis will be on a chronological survey of the period 1750-1900. Starting in 1750, the year of J.S. Bach's death, we will witness the birth of modern concert life and the rise of what has become the heart of the "classical" concert repertory. In the first part of the course we will follow the development of the symphony, the string quartet, the concerto and opera, focusing on the works of Haydn, Mozart and Beethoven. In the nineteenth-century portion of the course we will address numerous aspects of Romanticism including the encroachment of the aesthetics of the "sublime" on that of the "beautiful," the replacement of the belief in universal validity with the cult of the individual, and music as a surrogate religion. Composers to be studied include Rossini, Schubert, Mendelssohn, Schumann, Liszt, Berlioz, Wagner, Chopin, Verdi, Musorgsky and Brahms. Readings will include music-historical documents and selected critical and analytical articles. Paper assignments will enable the students to connect detailed musical analysis with historical-cultural interpretation. Weekly listening assignments will help students acquire knowledge of a broad range of Classical and Romantic music. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 23). Two class meetings per week.

Requisite: Music 11, 12, or consent of the instructor. First semester. Valentine Professor Móricz..

23. Music and Culture III. One of three courses in which music from both Western and world repertoires is studied in relation to pertinent historical, theoretical, and cultural issues. We will focus on musical responses to war in the twentieth century. Signature works include Maurice Ravel's *La Valse*, Benjamin Britten's *War Requiem*, Dmitri Shostakovich's *Babi Yar*, Krzysztof Penderecki's *Threnody to the Victims of Hiroshima*, and John Adams's *Wound Dresser*. Attendance at concerts in New York, Boston, and/or New Haven as well as in Amherst will provide opportunities to hear live performances. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 22). Two class meetings per week.

Requisite: Reading knowledge of music or consent of the instructor. Second semester. Professor Kallick.

26. Tracking Beethoven. An exploration of the life and works of Ludwig van Beethoven (1770-1827). We will follow his career from Bonn to Vienna, studying a selection of orchestral works, chamber music works, and dramatic works with an eye toward the influence of Mozart and Haydn. Particular attention will be paid to how Beethoven understood the politics of his era and why he has come to symbolize the heroic struggle for political and artistic freedom globally. Two class meetings per week. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Some musical experience or consent of the instructor. Omitted 2007-08. Professor Kallick.

PERFORMANCE

28H. Performance Ensemble. First and second semesters. This course entails the study of music from the perspective of ensemble or combo participation. Repertoire will include those compositions programmed by the director of a particular group in each semester. Work for the course will include thorough preparation of one's individual part, intensive listening preparation, and short analytical and historical projects. This course will culminate with a public performance. This course may be repeated. Students who wish to elect performance ensemble credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the Department.
2. Enrollment in one Music Department course, except Music 01, concurrently with the first enrollment of performance ensemble.

Music 28H may be elected only with the written consent of the ensemble directors and the Department Coordinator. This course may be repeated. The following arrangements pertain to the study of performance ensemble at Amherst College:

a. All performance ensemble courses will be elected as a half course.
b. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. These two half courses must be in the same instrument (or in voice); though not strictly required, the Department urges that the two semesters be consecutive.
c. A student electing a performance ensemble course may carry four and one-half courses each semester, or four and one-half courses the first semester and three and one-half courses the second semester.
d. Only with special permission of the Department may students elect more than one performance ensemble in a semester.

29H (fall semester)**, 30H** (spring semester)**. Performance Instruction.** Instruction in performance is available on a credit or non-credit basis. A fee is charged in either case to cover the expense for this special type of instruction. For 2007-08 the fee for each semester course will be $600, for which the student is fully committed following the 14-day add/drop period. Those students who elect performance for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. Students who wish to elect performance for credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the Department.
2. Enrollment in one Music Department course, except Music 01, concurrently with the first semester's enrollment in performance instruction.

Music 29H and 30H may be elected only with the consent of the Music Department Coordinator. This course may be repeated. First and second semesters. The following arrangements pertain to the study of performance at Amherst College:

a. All performance courses will be elected as a half course. Only senior Music Majors preparing a recital may take performance as a full course.
b. Fifty minutes of private instruction (12 lessons per semester) will be given and regular practice is expected.

c. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. These two half courses must be in the same instrument (or in voice); though not strictly required, the Department urges that the two semesters be consecutive.
d. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first semester and three and a half courses the second semester.
e. Only with special permission of the Department may students elect more than one performance course in a semester.

Students should consult with the Music Department Coordinator to arrange for teachers and auditions. Instruction in performance is also available through the Five Colleges with all of the above conditions pertaining; a student wishing to study under this arrangement must enroll through Five College Interchange.

MUSIC THEORY AND JAZZ

31. Tonal Harmony and Counterpoint. Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. This course is the first of the required music theory sequence for majors. Three hours of lecture and two ear-training sections per week.

Requisite: Music 12 or consent of the instructor. Students who have not previously taken a course in music theory at Amherst College are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. First semester: Professor Atlas of Smith College. Second semester: Valentine Professor Rosenak.

32. Form in Tonal Music. A continuation of Music 31 and the second of the required music theory sequence for majors. This course will focus on the understanding of musical form in the eighteenth and nineteenth centuries. Topics to be covered will include sonata form, the romantic character piece and eighteenth-century counterpoint. There will be analyses and writing exercises, as well as model compositions and analytic papers. Three hours of lecture and two ear-training sections per week.

Requisite: Music 31 or consent of the instructor. Second semester. Professor Sawyer.

33. Repertoire and Analysis. A continuation of Music 32. In this course we will study music by a wide variety of nineteenth-century composers, including Schubert, Schumann, Chopin, Liszt, Musorgsky and Rimsky-Korsakov. Works will be considered from a number of different analytical perspectives including methods current in the nineteenth century and those developed more recently. Comparing analytical methods of the nineteenth and twentieth centuries will enable students to gain a critical perspective on each and to learn about the limits of analysis and interpretation in general. Work will consist of short weekly assignments, papers, and class presentations. Two class meetings and two ear-training sections per week. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31 and 32, or consent of the instructor. First semester. Valentine Professor Móricz..

34. Twentieth-Century Analysis. In this seminar we explore stylistic characteristics of compositions that demonstrate the most important tendencies in twentieth-century music. Instead of applying one analytical method, we try out various approaches to twentieth-century music, taking into consideration the composers' different educational and cultural backgrounds. The repertory of focus will consist of compositions written in the first half of the twentieth century in Europe, Russia and America (including words by Debussy, Scriabin, Stravinsky, Shostakovich, Schoenberg, Berg, Webern, Bartok, Copland), but will also sample music by late twentieth-century composers. Two class meetings and two ear-training sections per week. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31 and 32, or consent of the instructor. Omitted 2007-08. Valentine Professor Móricz.

35. Jazz Theory and Improvisation I. A course designed to explore jazz harmonic and improvisational practice from both the theoretical and applied standpoint. Students will study common harmonic practice of the jazz idiom, modes and scales, rhythmic practices, and consider their stylistic interpretation. An end-of-semester performance of material(s) studied during the semester will be required of the class. A jazz-based ear-training section will be scheduled outside of the regular class times. Two class meetings per week.

Requisite: Music 11 or 12, or equivalent, or consent of the instructor. Limited to 16 students. Students who have not previously taken a course in music theory at Amherst College are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. First semester. Lecturer Diehl.

36. Jazz Theory and Improvisation II. A continuation of Music 35, this course is designed to acquaint students with the theory and application of advanced techniques used in jazz improvisation. Work on a solo transcription will be a main focus throughout the semester. An end-of-semester performance of material(s) studied during the semester will be required of the class. A jazz-based ear-training section will be scheduled outside of the regular class times. Two class meetings per semester.

Requisite: Music 35 and/or performance experience in the jazz idiom strongly suggested. Musical literacy sufficient to follow a score. Limited to 16 students. Omitted 2007-08. Lecturer Diehl.

37. Advanced Topics in Jazz. In this class we will explore jazz through transcription, composition, arranging and improvisation. Materials for transcription will range from the classic renditions of jazz standards by Gershwin and Kern to highly complex works by such greats as Wayne Shorter and Charles Mingus. Advanced approaches to improvisation will include the exploration of new source materials including the *Thesaurus of Scales and Melodic Patterns* by Nicolas Slonimsky as used by John Coltrane. Using members of the class as a laboratory band we will seek to develop our own unique compositional voices that draw on jazz traditions.

Requisite: Fluency in jazz performance and improvisation on either an instrument or voice and Music 36 or equivalent. Admission with consent of the instructor. Second semester. Lecturer Diehl.

SPECIAL COURSES AND SEMINARS

42. Music and Revolution. Richard Wagner (1813-83)—composer, philosopher, essayist, entrepreneur—dominated musical life during much of the nineteenth century. As a composer he was best known for his music dramas—the term he preferred over opera. Yet his music and his ideas about music transformed not just opera, but all types of music and, in particular, the symphony. In this course we will study Wagner's operas and music after Wagner, including works by Johannes Brahms, Gustav Mahler, Peter Tchaikovsky, Richard Strauss and others. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31 or consent of the instructor. First semester. Professor Kallick.

44. Music, History, and Ideas. This course will explore a wide variety of musical compositions, spanning from 1100 to the present. Works will be clustered around a series of topics that illuminate music's continuing connections to prevailing cultural and intellectual ideas in Western thought. Assignments include readings, listening, and viewing with frequent writing assignments and class presentations. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31 or consent of the instructor. Omitted 2007-08. Professor Kallick.

45. String Quartets: From Beethoven to Shostakovich. Beethoven's last five quartets, along with the *Great Fugue*, mark a threshold of radical experimentation in the composer's stylistic development. We will study the expressive and technical innovations of these late works as well as the challenges they pose for performers. We will also consider quartets after Beethoven that present clear evidence of Beethovenian influence with particular emphasis on the works of Dimitri Shostakovich. We will attend live performances and call upon guest performers to discuss the special performance problems presented by these works. Course work will include frequent listening assignments, a series of short written assignments, and one extended paper. Two class meetings per week. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31 or consent of the instructor. Omitted 2007-08. Professor Kallick.

47. Chasing Elysium. Beethoven's Ninth Symphony culminates with an "Ode to Joy," a salute to Elysium's daughter, who magically overcomes the divisions among people and unites them as brothers. In this course we will study a wide selection of musical compositions and texts after Beethoven that respond to and compete with this supreme creation in acts of homage, reinterpretation, anxiety, and rejection. Our work will focus on close listening, writing about music, and attendance at performances. Two class meetings per week. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31. Omitted 2007-08. Professor Kallick.

49. Seminar in the Anthropology of Music: Theory and Method. How are music and music-making related to people's identities, sense of time and place, social and economic structures, moral codes, religious beliefs, political ideologies, and relationships with technologies and their environment? This seminar explores how ethnomusicologists and anthropologists answer these questions as they engage the world's diverse musical traditions. The first part of this seminar will deal with the disciplinary history of ethnomusicology, its scope, and its changing aims and methods. We will read key musical ethnographies, listen to pioneering field recordings, and watch important documentary films. The other part of this seminar will involve first-hand fieldwork in and around Amherst. This will teach students basic ethnographic techniques and sharpen their skills of observation and critical interpretation. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31 or consent of the instructor. Second semester. Professor Engelhardt.

STUDIES IN COMPOSITION

65. Electroacoustic Composition. This course provides instruction in the use of electronic equipment for composition of music. Topics to be considered include approaches to sound synthesis, signal editing and processing, hard disk recording techniques, sequencing audio and MIDI material, and the use of software for interaction between electronics and live performers. The course will also survey the aesthetics and repertory of electroacoustic music. Assignments in the use of equipment and software as well as required listening will prepare students for a final composition project to be performed in a class concert.

Requisite: Music 31. Limited to 10 students. Second semester. Professor Sawyer.

67. Song Writing. The writing of songs based upon a study of the works of past masters in a variety of genres and idioms, including George and Ira Gershwin, Chuck Berry, John Lennon/Paul McCartney, Bob Dylan, and others. Two class meetings per week.

Requisite: A composition course with much individual attention. Students should have some background in music performance, chords, or writing. Limited to 8 students. Omitted 2007-08.

69. **Composition I.** This course will explore compositional techniques that grow out of the various traditions of Western art music. Innovations of twentieth-century composers in generating new approaches to melody and scale, rhythm and meter, harmony, instrumentation, and musical structure will be examined. The course will include improvisation as a source of ideas for written compositions and as a primary compositional mode. Instrumental or vocal competence and good music reading ability are desirable. Assignments will include compositions of various lengths and related analytical projects. Two class meetings per week.

Requisite: Music 11 or 12, and consent of the instructor. Limited to 10 students. First semester. Professor Sawyer.

71. Composition Seminar I. Composition according to the needs and experience of the individual student. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 69 or the equivalent, and consent of the instructor. First semester. Professor Sawyer.

72. Composition Seminar II. A continuation of Music 71. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 71 or the equivalent and consent of the instructor. Second semester. Valentine Professor Street.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, 77D, 78, 78D. Senior Departmental Honors. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

NEUROSCIENCE

Advisory Committee: Professors S. George and Raskin‡ (Chair, first semester); Associate Professor Turgeon (Chair, second semester); Assistant Professors Baird and Clotfelter.

Neuroscience seeks to understand behavior and mental events by studying the brain. The interdisciplinary Neuroscience major at Amherst is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, mathematics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into basic, core, and elective courses.

1. The program will begin with the following basic courses: Mathematics 11; Chemistry 11 or 15, 12 and 21; and Biology 19. Physics 16 and 17 or 23 and 24 are recommended.
2. All majors will take three core Neuroscience courses: Neuroscience 26, Biology 30 and Biology 35.
3. Each student will select three additional elective courses in consultation with his or her advisor. A list of approved courses is available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with Chemistry 11 and Mathematics 11 in the first semester of the first year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All senior majors will participate in the Neuroscience Seminar, which includes guest speakers and student presentations; attendance and participation constitute the senior comprehensive exercise in Neuroscience.

Departmental Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and 78D in addition to the above program. An Honors candidate may choose to do Senior Departmental Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

26. Introduction to Neuroscience. (Also Psychology 26.) An introduction to the structure and function of the nervous system, this course will explore the neural bases of behavior at the cellular and systems levels. Basic topics in neurobiology, neuroanatomy and physiological psychology will be covered with an emphasis on understanding how neuroscientists approach the study of the nervous system. Three class hours and three hours of laboratory per week.

Requisite: Psychology 12 or 15 or Biology 18 or 19. Limited to 36 students. Second semester. Professors George and Turgeon.

---

‡On leave second semester 2007-08.

77, 78D. Senior Departmental Honors. Research in an area relevant to neuroscience, under the direction of a faculty member, and preparation of a thesis based upon the research.

Full course first semester. Double course second semester. The Committee.

97, 97H, 98, 98H. Special Topics. Independent Reading. Full or half course. First and second semesters.

PHILOSOPHY

Professors A. George‡ (Chair, first semester), Gentzler, Kearns, and Vogel (Chair, second semester); Professor Emeritus Kennick; Associate Professor J. Moore; Assistant Professor Shah*; Keiter Visiting Assistant Professor Silverstein.

An education in philosophy conveys a sense of wonder about ourselves and our world. It achieves this partly through exploration of philosophical texts, which comprise some of the most stimulating creations of the human intellect, and partly through direct and personal engagement with philosophical issues. At the same time, an education in philosophy cultivates a critical stance to this elicited puzzlement, which would otherwise merely bewilder us.

The central topics of philosophy include the nature of reality (metaphysics); the ways we represent reality to ourselves and to others (philosophy of mind and philosophy of language); the nature and analysis of inference and reasoning (logic); knowledge and the ways we acquire it (epistemology and philosophy of science); and value and morality (aesthetics, ethics, and political philosophy). Students who major in philosophy at Amherst are encouraged to study broadly in all of these areas of philosophy.

Students new to philosophy should feel comfortable enrolling in any of the entry-level courses numbered 11 through 29. Thirty-level courses are somewhat more advanced, typically assuming a previous course in philosophy. Courses numbered 40 through 49 concentrate on philosophical movements or figures. Sixty-level courses are seminars and have restricted enrollments, a two-course prerequisite, and are more narrowly focused. No course may be used to satisfy more than one requirement.

All students are welcome to participate in the activities of the Philosophy Club.

Major Program. To satisfy the comprehensive requirement for the major, students must pass nine courses, exclusive of Philosophy 77 and 78. Among these nine courses, majors are required to take:

(1) three courses in the History of Philosophy: Philosophy 17 and 18, and a course on a Major Figure or Movement (i.e., a 40-level course);
(2) one course in Logic (Philosophy 13, or Mathematics 34, or the equivalent);
(3) one course in Moral Philosophy (Philosophy 34 or 38);
(4) one course in Theoretical Philosophy (i.e., Philosophy 30, 32, 33, 35, 36, 37, or 50); and
(5) one seminar (i.e., a 60-level course).

Departmental Honors Program. Candidates for Honors in Philosophy must complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78.

---

*On leave 2007-08.

‡On leave second semester 2007-08.

Admission to Philosophy 78 will be contingent on the ability to write an acceptable honors thesis as demonstrated, in part, by performances in Philosophy 77 and by a research paper on the thesis topic (due in mid-January). The due date for the thesis falls in the third week of April.

Five College Certificate in Logic. The Logic Certificate Program brings together aspects of logic from different regions of the curriculum: Philosophy, Mathematics, Computer Science, and Linguistics. The program is designed to acquaint students with the uses of logic and initiate them into the profound mysteries and discoveries of modern logic. For further information about the relevant courses, faculty, requirements, and special events, see http://www.fivecolleges.edu/sites/logic/index.php.

01. Rights and Wrongs. A primary objective of this course is to develop analytic tools for making thoughtful moral decisions in our own lives and for evaluating policies and decisions made by others. Equally, this course offers students the opportunity to become effective and eloquent writers. The particular moral problems that we consider will depend in part on the interests of the members of the seminar. They may include problems raised by the practices of international aid, abortion, euthanasia, affirmative action, capital punishment, eating animals, sex, parenting, war, and terrorism

Admission with consent of the instructor. Limited to 12 students. Second semester. Professor Gentzler.

11. Introduction to Philosophy. An examination of basic issues, problems, and arguments in philosophy, e.g., proofs for the existence of God, the nature of morality, free will and determinism, the relationship between the mind and the body, knowledge and the problem of skepticism. Discussions will take place in the context of readings from classical and contemporary philosophers.

Two sections will be taught each semester. Each section limited to 25 students.

First semester. Section 1: Keiter Visiting Professor Silverstein; Section 2: Visiting Lecturer Torre of University of Massachusetts.

Second semester. Professor Kearns.

13. Logic. "All philosophers are wise and Socrates is a philosopher; therefore, Socrates is wise." Our topic is this therefore. We shall expose the hidden structure of everyday statements on which the correctness of our reasoning turns. To aid us, we shall develop a logical language that makes this underlying structure more perspicuous. We shall also examine fundamental concepts of logic and use them to explore the logical properties of statements and the logical relations between them. This is a first course in formal logic, the study of correct reasoning; no previous philosophical, mathematical, or logical training needed.

First semester. Professor George.

17. Ancient Philosophy. An examination of the origins of Western philosophical thought in Ancient Greece. We will consider the views of the Milesians, Heraclitus, Parmenides, Protagoras, Socrates, Plato and Aristotle. Particular attention will be paid to questions about the nature, sources, and limits of human knowledge; about the merits of relativism, subjectivism, and objectivism in science and ethics; about the nature of, and relationship between, obligations to others and self-interest; and about the connection between the body and the mind.

Limited to 30 students. First semester. Visiting Professor Matthews of the University of Massachusetts.

18. Early Modern Philosophy. A survey of European philosophy in the seventeenth and eighteenth centuries with emphasis on Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period.

Limited to 50 students; preference to Amherst College students. Second semester. Professor Vogel.

20. Paradoxes. A paradox arises when unimpeachable reasoning leads from innocuous assumptions to an outrageous conclusion. A paradox brings us up short. Where did we go wrong? Were our assumptions less innocent than we supposed? Was our reasoning subtly fallacious after all? Must we alter our view of the world to make room for the formerly unacceptable conclusion? Or must we acknowledge an irresolvable conflict within reason itself? Paradoxes are not puzzles, but, at their best, goads to greater clarity and deeper thought. We shall explore a spree of philosophical topics (including time, motion, the past, the future, causation, infinity, truth, belief, the will, action, faith) via reflection on a range of paradoxes, ancient and modern, authentic and counterfeit.

Limited to 25 students. Preference will be given to those who have not already had a course in Philosophy. Omitted 2007-08. Professor George.

21. Moral Problems. Moral philosophers, economists, political scientists, and psychologists all make use of the closely related concepts of well-being, welfare, utility, prudential value, and quality of life. Indeed, we all want what is good for us. But what does it mean to say that something is good for us? That we like it? That we want it? That it develops our essential capacities as human beings? Can we measure and compare different levels of well-being? What makes a life well lived? Are well-lived lives those that give us well-being? Or do other factors contribute to the quality of a life? What roles should the concepts of well-being and well-lived lives play in moral and political philosophy?

Limited to 30 students. Omitted 2007-08.

22. Contemporary Moral Problems. In the United States today citizens disagree fiercely about torture, gay marriage, abortion, the role of religion in science and politics, the demands of patriotism, etc. Can we find common ground in shared ethical principles that will allow us to engage in rational debates about these issues rather than in disrespectful shouting matches? This will be our guiding question as we investigate many of the contemporary moral issues that divide us.

Limited to 25 students. Omitted 2007-08. Professor Shah.

23. Health Care Ethics. U.S. citizens are currently faced with many important decisions about health care policy. Who should have access to health care and to which services? Should physician-assisted suicide be legalized? Should AIDS be treated differently from other sorts of communicable diseases? Should abortion remain legal? These issues, in turn, raise basic philosophical questions. What is the nature of rights? Do we, for example, have a basic right to health care, to privacy, to decide the course of our treatment, or to authority about the timing and manner of our deaths? Do fetuses have a right to life? These issues, in turn, raise questions about the relative weight and nature of various goods—e.g., life, pain relief, health, privacy, autonomy, and relationships—and questions about the justice of various distributions of these goods between different individuals when their interests are in conflict. Finally, our attempts to answer these questions will raise basic questions about the nature of rationality. Is it possible to reach rational decisions about ethical matters, or is ethics merely subjective?

Limited to 25 students; preference given to students with sophomore standing or above. First semester. Professor Gentzler.

27. Issues in Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics.

Limited to 30 students. Second semester. Professor Moore and Visiting Professor Harold of Mount Holyoke College.

28. Choice, Chance and Conflict. Life is a risky and competitive business. As individuals, we constantly confront choices involving chancy and uncertain outcomes. And our institutional decisions—in government and business, for example—are often complicated by the competing interests of the individuals involved. Are there any general, rational procedures for making individual and institutional choices that involve chance and conflict?

Positive proposals have been developed within decision theory, game theory and social choice theory. This course will provide an introduction to these theories and their philosophical foundations. Topics include the following: different conceptions of probability and utility; proposed rules for rational decision making under ignorance and risk; recent accounts of the way we actually assess prospects and make decisions; the source of altruism and fairness; "tragedies of the commons"; voting procedures and other methods of determining a just group policy.

First semester. Professor Moore.

29. The Problem of Evil. (Also Religion 51.) See Religion 51.

Limited to 25 students. Omitted 2007-08. Professor Dole.

30. Irrationality. What is irrationality? Our familiar distinction between the realms of the rational and nonrational only heightens the mystery. Somehow irrationality partakes of rationality (as Hobbes observed, only man has "the privilege of absurdity"), yet stands radically opposed to it. How much sense can be made of the sense we don't make? Strictly speaking, can one engage in "willing irrationality" (e.g., action against one's own best judgment, or self-deception), "sub-intentional" action or unconscious strategizing? Does an unnoticed irrationality lurk behind the edifice of our day-to-day patterns of reasoning? How might we analyze inspiration, creativity and spontaneity? Our principal readings will be by contemporary authors, including Davidson, Pears, Elster, Gardner, Tversky and Kahneman, Fingerette, Mele, Lear, M. Cavell, O'Shaughnessy and Johnston, although we will sample freely from traditional sources such as Plato, Aristotle, Augustine, Aquinas, Hume, Kant, Nietzsche, Poe, Dostoevski, Sartre and Camus.

Requisite: One course in Philosophy or consent of the instructor. Limited to 30 students. Omitted 2007-08.

31. Philosophy of Action. Wittgenstein asked: "What is left over if I subtract the fact that my arm goes up from the fact that I raise my arm?" This important question lies at the intersection of ethics and the philosophy of mind. We will not get far with questions about how to act—questions of ethics, in the broadest sense—until we know more about what action is. We are thus led to connect practical questions with issues in the theory of agency. Related topics include: free will, the nature of intention, the structure of practical reasoning. We will study classic papers on these topics by twentieth-century philosophers.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Omitted 2007-08. Professor Shah.

32. Metaphysics. Metaphysics concerns itself with basic and fundamental questions about the nature of reality. At its most general, metaphysics asks how we should distinguish appearance from reality, how we should understand existence, and what general features are had by reality and by the entities that exist as part of it. We will examine these questions, as well as other central issues in metaphysics. Additional topics may include: causation, change, identity, substances and properties, space and time, abstract objects like numbers and propositions, possibility and necessity, events, essences, time travel and freedom of the will. Readings will be drawn primarily from contemporary sources.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Vogel.

33. Philosophy of Mind. An introduction to philosophical problems concerning the nature of the mind. Central to the course will be the mind-body problem. Here we will be concerned with the question of whether there is a mind (or soul or self) that is distinct from the body, and the question of how thought, feelings, sensations, and so on, are related to states of the brain and body. In connection with this, we will consider, among other things, the nature of consciousness, mental representation, and persons.

Requisite: One course in Philosophy. Omitted 2007-08. Professor Moore.

34. Normative Ethics. We will be concerned to see whether there is anything to be said in a principled way about right and wrong. The core of the course will be an examination of three central traditions in ethical philosophy in the West, typified by Aristotle, Immanuel Kant, and John Stuart Mill. We will also look at contemporary discussions of the relation between the demands of morality and those personal obligations that spring from friendships, as well as recent views about the nature of personal welfare.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Second semester. Keiter Visiting Professor Silverstein.

35. Theory of Knowledge. A consideration of some basic questions about the nature and scope of our knowledge. What is knowledge? Does knowledge have a structure? What is perception? Can we really know anything at all about the world?

Requisite: One course in Philosophy or consent of the instructor. Omitted 2007-08. Professor Vogel.

36. Philosophy of Language. "Caesar was stabbed." With those words, I can make a claim about someone who lived in the distant past. How is that possible? How do our words succeed in picking out particular portions of reality, even ones with which we have had no contact? How does language enable us to convey thoughts about everything from Amherst College, to the hopes of a friend, to the stars beyond our galaxy? What are the thoughts, or the meanings, that our words carry? And whatever they turn out to be, how do they come to be associated with our words: through some mental activity on our part, or instead through our use of language? We will explore these and other philosophical questions about language through a reading of seminal works by 20th-century thinkers.

Requisite: One course in Philosophy. Omitted 2007-08. Professor George.

37. Philosophy of Science. The practice of science and its fruits have dominated the lives of human beings for centuries. But what is science? How does it differ, if at all, from common sense, or religion, or philosophy? One hears that scientists follow the "scientific method," but what is that? It is said to be based on observation, but what is it to observe something? And how can our observations justify claims about what we do not, or even cannot, observe? The claims of science are often said to describe "laws of nature," but what are such laws? These claims are said to form "theories," but what is a theory? And if science issues in theories, what is their point, that is, what is the goal of science? To predict? To explain? What is it to explain something, anyway? And do all sciences explain in the same way; for instance, does physics explain in the way that psychology does? Science is often treated as the paragon of rationality and objectivity. But what is it to be rational or objective? To what degree does, or can, science really approach such ideals? Are there any values explicit or implicit in the practice of science? If so, do they threaten science's alleged objectivity, and do they conflict with other values one might hold?

Requisite: One course in Philosophy or consent of the instructor. First semester. Professor George.

38. What Is Morality About? When we assert that murder is wrong, what are we saying? Are we describing some aspect of a moral realm that exists independently of what humans think and do? If so, how do we gain access to this realm (do we have moral antennae or ethical telescopes?), and what is the relation between truths in this realm and those in the ordinary world of mental and physical entities? On the other hand, if we are not talking about independent moral facts when we call an action wrong, what are we doing? Are we saying anything meaningful at all, or are we merely expressing emotions?

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Omitted 2007-08. Professor Shah.

39. Philosophy of Law. This course will explore a variety of basic issues regarding the nature of law and legal obligation. How is law similar to, and how does it differ from, other kinds of regulative regimes (e.g., etiquette, games, or morality)? How is legal obligation related to moral obligation and to force? In what ways, if at all, is law an affair of rules? What are rules and how do they differ from principles, policies or other kinds of standards? Is judicial discretion compatible with the rule of law? Does the rule of law require a particular kind of economic system? What are the limits of law? Should law attempt to improve people or merely keep them from harming one another? What is judicial activism, and is it bad? Readings will include some Supreme Court cases as well as a variety of classical and contemporary sources, e.g., Aquinas, Mill, Fuller, Finnis, Hart, Posner, Dworkin, Hayek and Raz.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Omitted 2007-08. Professor Kearns.

40. Plato. Alfred North Whitehead famously claimed that the whole of Western Philosophy was "a series of footnotes to Plato." No doubt this comment is an exaggeration. It is nonetheless true that the questions that Plato asked and the method that he used to answer these questions define Philosophy as we know it. In this course, we will examine the major dialogues of Plato's early and middle period.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Omitted 2007-08. Professor Gentzler.

41. Nietzsche. A careful reading of Beyond Good and Evil, The Gay Science, On The Genealogy of Morals, Ecce Homo, selections from The Will to Power, and finally Thus Spoke Zarathustra.

Requisite: Philosophy 17 or 18. Not open to first-year students. Limited to 25 students. Omitted 2007-08.

42. Aristotle's Political Philosophy: The Nicomachean Ethics and Politics. According to many contemporary political philosophers, the state should remain neutral between competing conceptions of the good life. If Mary wants to be an ascetic devoting her life to the worship of Minerva and Bob wants to commit his life to drinking beer and collecting beer caps, it is, in Billie Holiday's words, "nobody's business if [they] do." It is certainly not the state's business. In contrast, Aristotle announces at the beginning of his Nicomachean Ethics that the human good is the primary object of the science of politics. The Ethics is devoted to discovering its nature, the Politics to delineating the social conditions under which humans are most likely to achieve this good. The best state, according to Aristotle, is the one that realizes these conditions.

In this course, we will explore the presuppositions behind this fundamental difference between Aristotelian and many modern conceptions of the proper role of the state. Is Aristotle right to suggest that the human good is the primary object of political inquiry? Is he right to conclude that the good life is a virtuous life? What role should the state play in the promotion of a good and virtuous life for its citizens? Should the state be neutral between competing conceptions of the good life and virtue? Is it even possible for the state to remain neutral? In any case, in what sort of state are humans most likely to flourish?

We will take Hobbes' Leviathan as our point of departure and explore certain fundamental assumptions about human nature and human possibility that underlie many modern conceptions of the state. We will then turn to a detailed examination of Aristotle's Nicomachean Ethics and Politics, and examine the metaphysical, epistemological, and moral bases for Aristotle's alternative political view.

Requisite: One course in Philosophy. Limited to 25 students. Omitted 2007-08. Professor Gentzler.

43. Plato's *Republic*. Why should I be just? Even if I do benefit from other people's being just, surely there are occasions on which I would benefit from being unjust. If so, then don't I sometimes have a good reason to be unjust? Plato's greatest work, the *Republic*, is devoted to answering this question. To defend the practice of justice, Plato must take a stand on most of the major questions in political philosophy, moral psychology, practical rationality, the nature of human well-being, metaphysics, and epistemology. This class will be devoted to an assessment of the entirety of Plato's argument.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Second semester. Professor Gentzler.

44. Kant. An examination of the central metaphysical and epistemological doctrines of the Critique of Pure Reason, including both the historical significance of Kant's work and its implications for contemporary philosophy.

Requisite: Philosophy 18 or consent of the instructor. First semester. Professor Vogel.

45. Command and Consent: The Social Contract Tradition. The state exercises authority over its citizens: if you fail to obey its dictates, you will be punished. Does this authority not conflict with human freedom and autonomy? If it does, can political authority be morally justified? We will focus on this central question in political philosophy, with particular attention to the idea that this authority is justifiable because we have in some fashion given our consent to it. Readings will include works by Thomas Hobbes, John Locke, David Hume, Jean-Jacques Rousseau, Jeremy Bentham, John Stuart Mill, and (most extensively) John Rawls.

Requisite: One course in Philosophy or consent of the instructor. Omitted 2007-08. Professor George.

46. What Would Kant Do? Are there objectively correct moral principles that can tell us whether an action is right or wrong? Is it rational to do the right thing if it conflicts with my interests? Do I have duties to myself, such as the duty not to commit suicide? Is it always wrong to lie? Is the human will free? Is religious belief rationally defensible? Immanuel Kant, thought by many to be the greatest philosopher of the modern era, had profound answers to all these important questions. We will investigate their plausibility.

Requisite: One course in Philosophy or consent of the instructor. Omitted 2007-08. Professor Shah.

50. Philosophy of Mathematics. Mathematics is often thought to be the paragon of clarity and certainty. However, vexing problems arise almost immediately upon asking such seemingly straightforward questions as: "What is the number 1?" "Why can proofs be trusted?" "What is infinity?" "What is mathematics about?" During the first decades of the twentieth century, philosophers and mathematicians mounted a sustained effort to clarify the nature of mathematics. The result was three original and finely articulated programs that seek to view mathematics in the proper light: logicism, intuitionism, and finitism. The mathematical and philosophical work in these areas complement one another and indeed are, to an important extent, intertwined. For this reason, our exploration of these philosophies of mathematics will examine both the philosophical vision that animated them and the mathematical work that gave them content. In discussing logicism, we will focus primarily on the writings of Gottlob Frege. Some indication of how the goal of logicism—the reduction of mathematics to logic—was imagined to be achievable will also be given: introduction to the concepts and axioms of set theory, the set-theoretic definition of "natural number," the Peano axioms and their derivation in set theory, reduction of the concepts of analysis to those in set theory, etc. Some of the set-theoretic paradoxes will be discussed as well as philosophical and mathematical responses to them. In the section on intuitionism, we will read papers by L.E.J. Brouwer and Michael Dummett, who argue that doing mathematics is more an act of creation than of discovery. This will proceed in tandem with an introduction to intuitionistic logic, which stands in contrast to the more commonly used classical logic. Finally, we will discuss finitism, as articulated in the writings of David Hilbert, who sought to reconcile logicism and intuitionism. Students will then be taken carefully through Gödel's Incompleteness Theorems and their proofs. The course will conclude with an examination of the impact of Gödel's work on Hilbert's attempted reconciliation, as well as on more general philosophical questions about mathematics and mind.

Requisite: Philosophy 13 or Mathematics 34 or consent of the instructors. Omitted 2007-08. Professors George and Velleman.

51. Freedom and Responsibility. Are we free? An absence of external constraint seems to be necessary for freedom, but is it enough? Can obsessions, addictions, or certain types of ignorance threaten our freedom? Some philosophers have argued that if actions are causally determined, then freedom is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is freedom compatible with determinism? Are there different kinds of freedom? Are all kinds of freedom equally worthwhile? Must we act freely in order to be responsible for our actions? Is freedom of action sufficient for responsibility? Are the social institutions of reward and punishment dependent for their justification upon the existence of responsible, free agents? In what sort of society are humans most likely to get the sort(s) of freedom most worth wanting? We will attempt to determine the nature of persons, action, freedom, and responsibility in an effort to answer these questions.

Requisite: One course in Philosophy. Limited to 25 students. Omitted 2007-08. Professor Gentzler.

60. Seminar: Reason, Experience and Reflection. We have various ways of knowing: reason, perception, and introspection. When we perceive, things around us seem to be directly present to our minds. Is this picture compatible with the fact that perception involves a complicated causal process? And if perception is the immediate grasp of objects in the world, how can we be subject to illusion and hallucination? We say that seeing is believing. Is it really? Or, if not, what is the relation between perception and belief? Can the contents of perceptual experience be captured completely by conceptual thought?

Reason is the source of our knowledge of logic and mathematics. But what is reason, and how does it work? Is it something like perception? Do we somehow "see" that there is no greatest number, or that the conclusion of a proof follows from its premises? Is reason subject to illusion and error? How could we ever tell? What do reason and understanding language have to do with each other?

Finally, we have some way of knowing what we're thinking and feeling, which can be called introspection or reflection. Should we think of introspection as some sort of inward perception? What else could it be? What is the relation between having an experience and knowing that you have that experience? To what extent do we know our own minds better than anyone else can?

These questions are the subject of great interest and intense controversy in contemporary philosophy. We will try to get clear about them by reading some of the best work in field, from authors such as Grice, McDowell, Quine, BonJour, Peacocke, Burge, and Shoemaker.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2007-08. Professor Vogel.

61. Seminar: Skepticism. The topics change from year to year. Some of the most interesting and most characteristic work in recent philosophy has been concerned with the problem of skepticism about the external world, i.e., roughly, the problem of how you know that your whole life isn't merely a dream. We will critically examine various responses to this problem and, possibly, consider some related issues such as relativism and moral skepticism. There will be readings from authors such as Wittgenstein, Moore, and Austin, and philosophers working today such as Dretske and Putnam.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. First semester. Professor Vogel.

63. Seminar: Philosophy of Film. Recently, philosophers have investigated the relationship between films and philosophy. Among other claims, philosophers have maintained that films resemble philosophy through embodying thought experiments. But the role of thought experiments in philosophy is itself contested. The seminar will investigate how thought experiments are used in science and philosophy in order to determine whether films and, more generally, art can legitimately claim that their presentation of thought experiments justifies calling them "philosophy."

Limited to 15 students. Second semester. Visiting Professor Wartenberg of Mount Holyoke College.

65. Seminar: Consciousness. Many scientists and philosophers regard the mind as entirely physical: according to "materialism," our mental states, events and processes are nothing more than complex arrangements of the fundamental, natural properties and processes that are to be found in the inanimate portions of reality. The deepest philosophical worry for this view has been to provide an adequate understanding of human consciousness. How, asks the anti-materialist, can the "raw feel" of an intense toothache, the taste of a good Merlot, the rich experiential quality of viewing a desert sunset, or the inner life of a bat be fully understood as nothing more than a complex arrangement of neurons, or ultimately, of micro-physical particles? Isn't there some aspect of consciousness that will elude any materialist analysis?

This seminar will focus, at the outset, on recent materialist attempts to meet consciousness-based objections of this type. This will lead us to consider recent attempts to understand consciousness in terms of higher-order thought (i.e., thoughts about our thoughts), and, more generally, to regard the phenomenal, qualitative features of conscious experience as thoroughly representational. Along the way, we will consider, among other things, whether we should distinguish different notions of consciousness, whether there is a "unity" of conscious experience, and whether we should regard introspection as a perceptual faculty-like vision?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Second semester. Professor Moore.

67. Seminar: Philosophy of Music. Music is sometimes described as a language, but what, if anything, does Charlie Parker's "Ah-Leu-Cha" say to us? If music isn't representational, then how should we understand its connection to the various emotions that it can express and invoke? (Or maybe these aren't genuine emotions: Samuel Barber's Adagio for Strings is widely described as sad, but what exactly are we—or is it—sad about? And why would we choose to listen to Mozart's Requiem if it genuinely terrified us?) Perhaps our musical descriptions and experiences are metaphorical in some way—but how, and why?

What exactly is a musical work anyway? Where, when and how do "Summertime," or "Stairway to Heaven," or "Shake Ya Tailfeather" exist? And what makes for a performance of one or the other (or of no work at all)?

What, if anything, guides a proper "listening" or understanding of a musical work? Does it require knowledge of relevant musical and cultural conventions, or of the composition's historical context, or even of the composer's intentions and guiding aesthetic philosophy? (Think of gamelan music; think of the Sgt. Pepper's album; think of John Cage.)

What determines whether a work, or a performance of it, is good? What role is played by beauty, grace, intensity and so on? And how objective are these aesthetic properties? Finally, why do we sometimes find music to be not just enjoyable, but intensely moving and even profound?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2007-08. Professor Moore.

68. Seminar: Miracles. Many believe that Jesus Christ died through crucifixion and that several days later he was alive again. Let us assume that this happened. Many call this a miracle. (And many believe that miracles such as this provide grounds for the correctness of their religion.) But what makes it a miracle? That we do not know how to explain it? But there are many events we cannot now explain, and they are not all miracles. Is it that Jesus' resurrection fails to agree with the laws of nature? But then it seems that they are not the correct laws of nature after all. Can we understand what makes an event a miracle in such a way that miracles are possible and still miraculous? If we can arrive at such an understanding, then we must ask whether it would ever be rational to believe that a miracle has occurred? Quite a few people claimed they saw Jesus alive after his death. Does such testimony make it rational to believe that Jesus returned from the dead? Or would it not be more reasonable to conclude that the witnesses were mistaken? Could any evidence, however reliable and abundant, ever make it rational to believe that an event took place whose occurrence would be a miracle? In order to pursue these questions, we shall have to examine more carefully such notions as law of nature, testimony, evidence, and rationality. We shall do so through discussion of a range of classical and contemporary philosophical texts.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2007-08. Professor George.

69. Seminar: Well-Being and Well-Lived Lives. Moral philosophers, economists, political scientists, and psychologists all make use of the closely related concepts of well-being, welfare, utility, prudential value, and quality of life. Indeed, we all want what is good for us. But what does it mean to say that something is good for us? That we like it? That we want it? That it develops our essential capacities as human beings? Can we measure and compare different levels of well-being? What makes a life well lived? Are well-lived lives those that give us well-being? Or do other factors contribute to the quality of a life? What roles should the concepts of well-being and well-lived lives play in moral and political philosophy?

Requisite: Two courses in Philosophy. Limited to 15 students. First semester. Professor Gentzler.

77. Senior Departmental Honors. Required of candidates for Honors in Philosophy. Directed research culminating in a substantial essay on a topic chosen by the student and approved by the Department.

Open to seniors with consent of the Department. First semester. The Department.

78. Departmental Honors Course. Required of candidates for Honors in Philosophy. The continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to seniors with consent of the Department. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Admission with consent of the instructor. First and second semesters.

RELATED COURSES

The Image of Law in Social and Political Thought. See Law, Jurisprudence and Social Thought 02.

Omitted 2007-08. Professor Kearns.

Artificial Intelligence. See Computer Science 24.

First semester. Professor Rager.

Modern Classics in Political Philosophy. See Political Science 28.

First semester. Professor Mehta.

The Political Thought of Kant, Hegel and Marx. See Political Science 40. Omitted 2007-08. Professor Mehta.

Ancient Political Philosophy. See Political Science 49. Second semester. Professor Mehta.

Topics in Contemporary Political Philosophy. See Political Science 83. Second semester. Professor Mehta.

Christianity, Philosophy and History in the 19th Century. See Religion 49. Omitted 2007-08. Professor Dole.

PHYSICAL EDUCATION

Athletic Director Coffey; Professors Gooding†, Morgan, and Thurston; Coaches Arena, Bagwell, Bussard, Carmean, Everden, Faulstick, Gromacki, Hixon, Hughes, Knerr, McBride, Mills, Nedeau, Nichols, Paradis, Plumer, Robson, and Serpone.

The courses in Physical Education are available to all Amherst College students and members of the College community. All courses are elective, and although there is no academic credit offered, transcript notation is given for successful completion of all courses.

Courses are offered on a quarter basis, two units per semester, and one unit during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information about the Physical Education Program from the Department of Physical Education and Athletics.

In an attempt to meet the needs and interests of the individual student, the Department offers the following:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have value as lifelong recreational pursuits.
2. **Recreational Program.**
   - (a) **Organized Recreational Classes,** in which team sports are organized, played, and supervised by Physical Education Department personnel, and
   - (b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning all programs is available upon request from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the *Student Handbook.*

PHYSICS

Professors, Hunter, Jagannathan, and Zajonc (Chair); Associate Professors Hall and Loinaz*; Assistant Professor Friedman; Visiting Assistant Professor Darnton.

---

*On leave 2007-08.

†On leave first semester 2007-08.

Physics is the study of the natural world emphasizing an understanding of phenomena in terms of fundamental interactions and basic laws. As such, physics underlies all of the natural sciences and pervades contemporary approaches to the study of the universe (astronomy and astrophysics), living systems (biophysics and neuroscience), chemistry (chemical physics), and earth systems (geophysics and environmental science). In addition, the relationship of physics to mathematics is deep, complex and rich. To reflect the broad range of activities pursued by people with training in physics, the department has developed a curriculum that provides a solid background in the fundamentals of physics while allowing some flexibility, particularly at the upper level, for students' interests in astronomy, biology, chemistry, computer science, geology, mathematics and neuroscience. The core physics program provides a course of study for those who are interested in physics as a liberal arts major, with career plans in diverse fields such as law, medicine, business and education. The department also provides a number of upper-level electives to deepen the background of those students intending to pursue careers in physics and closely related technical fields.

The sequence Physics 16, 17 may be taken by students who require two semesters of physics with laboratory. Mathematics 11 is a requisite for Physics 16. There is no additional mathematics requirement for Physics 17.

Students interested in majoring in physics should take Physics 23 and 24 early in their college career. Those who have taken Physics 16 and 17 are also able to join the majors' stream, but they should discuss the transition with a faculty member as early as they can. The general content of the two sequences is similar, but the mathematical levels are different. Mathematics 12 is a requisite for Physics 24, but not for Physics 17. Hence, students who wish to major after completing Physics 17 should complete Mathematics 12.

Major Program. Students who wish to major in physics are required to take Mathematics 11 and 12, and Physics 23, 24 (or Physics 16, 17, but see above), 25, 26, 27, 30 (or Chemistry 43), 43, 47 and 48. Students may petition the Department to substitute an upper-level course in a related discipline for a required upper-level departmental course. Students planning a career in physics should seriously consider taking one or more electives in physics and mathematics. Physics 52 is an advanced course in electromagnetic theory and will follow the required intermediate course on the subject, Physics 47; similarly, Physics 53, an advanced course in quantum mechanics, will follow Physics 48. Physics 60 is a course on General Relativity. Not all these electives may be offered every year, and from time to time, the department may offer other upper-level electives.

All Physics majors must take a written comprehensive examination in the second semester of their senior year, which they must pass as a requirement for graduation as a major.

General Education Physics Courses. The Physics Department offers a variety of courses for students not majoring in the sciences. Typically these courses do not assume any background beyond high-school mathematics. In most years, the department teaches several of these courses.

Departmental Honors Program. Students who wish to receive departmental Honors should enroll in Physics 77 and 78D in addition to completing the other requirements for the major. At the end of the first semester of the senior year the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Departmental Honors work in Physics is to provide the student an opportunity to pursue, under faculty direction, in-depth research into a project in experimental and/or theoretical physics. Current experimental areas of research in the department include atomic and molecular physics, precision measurements and fundamental symmetries, Bose-Einstein condensation, ultra cold collisions, the quantum-classical frontier, non-linear dynamics, and phase transitions. Theoretical work is primarily in the area of High Energy and Elementary Particle physics, but faculty members pursue studies in quantum computers, foundations of quantum mechanics, and classical gravitation theory. In addition to apparatus for projects closely related to the continuing experimental research activity of faculty members, facilities are available for experimental projects in many other areas. Subject to availability of equipment and faculty interest, Honors projects arising out of students' particular interests are encouraged. Students must submit a written thesis on the Honors work a few weeks before the end of their final semester (in late April for spring graduation). Students give a preliminary presentation of their work during the first semester, and a final presentation at the end of the second semester. In addition, they take oral examinations devoted primarily to the thesis work.

The departmental recommendation for the various levels of Honors will be based on the student's record, Departmental Honors work, Comprehensive Examination and oral examination on the thesis.

9. Energy. We will develop the concept of energy from a Physics perspective. We will introduce the various forms that energy can take and discuss the mechanisms by which it can be generated, transmitted, and transformed. The law of conservation of energy will be introduced both as a useful tool, and as an example of a fundamental physical law. The environmental and financial costs and benefits of various methods of energy generation and consumption will be discussed. Demonstrations and hands-on laboratory experiences will be an integral part of the course.

Requisite: A working knowledge of high-school algebra, geometry and trigonometry. The course is intended for non-science majors and not for students who have either completed or intend to complete the equivalent of Physics 17 or Chemistry 10. Limited to 20 students. Second semester. Professor Hunter.

11. Light, Color and Vision. We will examine the phenomena of light, color, and vision from the points of view of physics, physiology and neuroscience. We will also see how these phenomena affect visual perception and are manipulated by artists including painters and theater designers. The course will treat the reflection, refraction, diffraction and interference of light along with optical instruments, modern quantum theories of light, and lasers. We will also discuss optical illusions and natural light phenomena such as rainbows and glories.

First semester. Omitted 2007-08.

15. Scientific Computing. (Also Computer Science 15.) See Computer Science 15.

Requisite: Mathematics 11. First semester. Professors Hall and L. McGeoch.

16. Introductory Physics I: Mechanics and Wave Motion. The course will begin with a description of the motion of particles and introduce Newton's dynamical laws and a number of important force laws. We will apply these laws to a wide range of problems to gain a better understanding of them and to demonstrate the generality of the framework. The important concepts of work, mechanical energy, and linear and angular momentum will be introduced. The unifying idea of conservation laws will be discussed. The study of mechanical waves permits a natural transition from the dynamics of particles to the dynamics of waves, including the interference of waves. Additional topics may include fluid mechanics and rotational dynamics. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11. First semester: Visiting Professor Darnton. Second semester: Professor Jagannathan and Visiting Professor Darnton.

17. Introductory Physics II: Electromagnetism and Optics. Most of the physical phenomena we encounter in everyday life are due to the electromagnetic force. This course will begin with Coulomb's law for the force between two charges at rest and introduce the electric field in this context. We will then discuss moving charges and the magnetic interaction between electric currents. The mathematical formulation of the basic laws in terms of the electric and magnetic fields will allow us to work towards the unified formulation originally given by Maxwell. His achievement has, as a gratifying outcome, the description of light as an electromagnetic wave. The course will consider both ray-optics and wave-optics descriptions of light. Laboratory exercises will emphasize electrical circuits, electronic measuring instruments, optics and optical experiments. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 16 or 23. First semester: Professors Jagannathan and Zajonc. Second semester: Professors Friedman and Zajonc.

20. Quantum Challenges. The puzzles of quantum mechanics have challenged physicists and philosophers alike. Working from the original writings of the founders of quantum mechanics such as Planck, Bohr, Einstein, Heisenberg, and Schrödinger, as well as from the work of more recent authors, we will explore the revolutionary ideas of quantum mechanics and their philosophical implications. We will also discuss experimental confirmation of the extraordinary predictions of quantum mechanics and the current and future application of quantum effects. In particular we will treat wave-particle duality, the uncertainty principle, the concept of the photon, particle identity, quantum entanglement, the Einstein-Podolsky-Rosen effect, macroscopic quantum effects and the measurement problem. While there are no prerequisites, the course will make use of high school mathematics and physics.

Omitted 2007-08.

23. The Newtonian Synthesis: Dynamics of Particles and Systems, Waves. The idea that the same simple physical laws apply equally well in the terrestrial and celestial realms, called the Newtonian Synthesis, is a major intellectual development of the seventeenth century. It continues to be of vital importance in contemporary physics. In this course, we will explore the implications of this synthesis by combining Newton's dynamical laws with his Law of Universal Gravitation. We will solve a wide range of problems of motion by introducing a small number of additional forces. The concepts of work, kinetic energy, and potential energy will then be introduced. Conservation laws of momentum, energy, and angular momentum will be discussed, both as results following from the dynamical laws under restricted conditions and as general principles that go well beyond the original context of their deduction. Newton's laws will be applied to a simple continuous medium to obtain a wave equation as an approximation. Properties of mechanical waves will be discussed. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11. First semester. Professor Hunter.

24. The Maxwellian Synthesis: Dynamics of Charges and Fields, Optics. In the mid-nineteenth century, completing nearly a century of work by others, Maxwell developed an elegant set of equations describing the dynamical behavior of electromagnetic fields. A remarkable consequence of Maxwell's equations is that the wave theory of light is subsumed under electrodynamics. Moreover, we know from subsequent developments that the electromagnetic interaction largely determines the structure and properties of ordinary matter. The course will begin with Coulomb's Law but will quickly introduce the concept of the electric field. Moving charges and their connection with the magnetic field will be explored. Currents and electrical circuits will be studied. Faraday's introduction of the dynamics of the magnetic field and Maxwell's generalization of it will be discussed. Laboratory exercises will concentrate on circuits, electronic measuring instruments, and optics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 12 and Physics 16 or 23. Second semester. Professor Hall.

25. Modern Physics. The theories of relativity (special and general) and the quantum theory constituted the revolutionary transformation of physics in the early twentieth century. Certain crucial experiments precipitated crises in our classical understanding to which these theories offered responses; in other instances, the theories implied strange and/or counterintuitive phenomena that were then investigated by crucial experiments. After an examination of the basics of Special Relativity, the quantum theory, and the important early experiments, we will consider their implications for model systems such as a particle in a box, the harmonic oscillator, and a simple version of the hydrogen atom. We will also explore the properties of nuclei and elementary particles, study lasers and photonics, and discuss some very recent experiments of interest in contemporary physics. Three class hours per week.

Requisite: Mathematics 12 and Physics 17 or 24. First semester. Professor Friedman.

26. Intermediate Laboratory. A variety of classic and topical experiments will be performed. In the area of fundamental constants, we will undertake a measurement of the speed of light, a determination of the ratio of Planck's constant to the charge of the electron through the study of the photoelectric effect, and an experiment to obtain the charge-to-mass ratio of the electron. We will study the wave nature of the electron through a diffraction experiment. An experiment to measure optical spectra and another on gamma ray spectra will reveal the power of spectroscopy for exploring the structure of matter. Other experiments such as nuclear magnetic resonance, quantized conductance in nanocontacts, and properties of superconductors will give students an opportunity to experience laboratory practice in its contemporary form. Emphasis will be placed on careful experimental work and data-analysis techniques. One meeting a week of discussion plus additional, weekly self-scheduled laboratory work.

Requisite: Physics 25 or consent of the instructor. Second semester. Professor Friedman.

27. Methods of Theoretical Physics. The course will present the mathematical methods frequently used in theoretical physics. The physical context and interpretation will be emphasized. Topics covered will include vector calculus, complex numbers, ordinary differential equations (including series solutions), partial differential equations, functions of a complex variable, and linear algebra. Four class hours per week.

Requisite: Mathematics 12 and Physics 17/24 or consent of the instructor. First semester. Professor Jagannathan.

28. Intermediate Optics. Recent years have seen breathtaking advances in the field of optics, with technologies that achieve secure communication across long distances at extremely high speeds and systems that produce light with non-classical properties. Optics is also one of the oldest disciplines of physics, with a rich history that stretches into antiquity. This course will explore the relationship between optics and other branches of physics, including electromagnetic and quantum theory, focusing in particular on the properties of light, its interaction with matter, and how it is manipulated and controlled in optical systems, from lenses and mirrors to the most recent developments in lasers and electro-optics. Three class hours per week, with occasional laboratory meetings.

Requisite: Physics 17 or 24, or consent of the instructor. Omitted 2007-08.

30. Statistical Mechanics and Thermodynamics. The basic laws of physics governing the behavior of microscopic particles are in certain respects simple. They give rise both to complex behavior of macroscopic aggregates of these particles, and more remarkably, to a new kind of simplicity. Thermodynamics focuses on the simplicity at the macroscopic level directly, and formulates its laws in terms of a few observable parameters like temperature and pressure. Statistical Mechanics, on the other hand, seeks to build a bridge between mechanics and thermodynamics, providing in the process, a basis for the latter, and pointing out the limits to its range of applicability. Statistical Mechanics also allows one to investigate, in principle, physical systems outside the range of validity of Thermodynamics. After an introduction to thermodynamic laws, we will consider a microscopic view of entropy, formulate the kinetic theory, and study several pertinent probability distributions including the classical Boltzmann distribution. Relying on a quantum picture of microscopic laws, we will study photon and phonon gases, chemical potential, classical and degenerate quantum ideal gases, and chemical and phase equilibria. Three class hours per week.

Requisite: Physics 25 or consent of the instructor. Second semester. Professor Jagannathan.

43. Dynamics. This course begins with the foundation of classical mechanics as formulated in Newton's Laws of Motion. We then use Hamilton's Principle of Least Action to arrive at an alternative formulation of mechanics in which the equations of motion are derived from energies rather than forces. This Lagrangian formulation has many virtues, among them a deeper insight into the connection between symmetries and conservation laws. From the Lagrangian formulation we will move to the Hamiltonian formulation and the discussion of dynamics in phase space, exploring various avenues for the transition from the classical to the quantum theory. We will study motion in a central force field, the derivation of Kepler's laws of planetary motion from Newton's law of gravity, two-body collisions, and physics in non-inertial reference frames. Other topics may include the dynamics of driven, damped oscillators, and non-linear dynamics of chaotic systems. Three class hours per week.

Requisite: Physics 27 or consent of the instructor. First semester. Professor Friedman.

47. Electromagnetic Theory I. A development of Maxwell's electromagnetic field equations and some of their consequences using vector calculus. Topics covered include: electrostatics, steady currents and static magnetic fields, time-dependent electric and magnetic fields, and the complete Maxwell theory, energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Three class hours per week.

Requisite: Physics 17 or 24 and Physics 27 or consent of the instructor. First semester. Professor Hall.

48. Quantum Mechanics I. Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schroedinger equation for one-dimensional systems and for the hydrogen atom. Three class hours per week.

Requisite: Physics 25 and Physics 43 or consent of the instructor. Second semester. Professor Hunter.

52. Electromagnetic Theory II. This course is a continuation of Physics 47. We will focus on applications of Maxwell's equations to radiation and waves. We will consider radiation in free space, in bounded media, and in atomic systems. Three hours per week.

Omitted 2007-08.

76. Quantum Information, Quantum Measurement and Quantum Computing. Quantum mechanics is well known for its counterintuitive and seemingly paradoxical predictions. Despite its failure to give us a clear, intuitive picture of the world, the theory is remarkably successful at predicting the outcomes of experiments, although those predictions are probabilistic rather than deterministic. Because of its unparalleled success, the thorny issues about the theory's foundations were often ignored during its first 50 years. Recent advances in both theory and experiment have again brought these issues to the fore. This course will review some of the most interesting and intriguing facets of quantum mechanics, as well as the theory's potential applications to information science and computing. Topics to be covered will include the Schrodinger cat paradox and the quantum measurement problem; Bell's inequalities, entanglement and related phenomena that establish the "weirdness" of quantum mechanics; secure communication using quantum cryptography; and how quantum computers (if built) can solve certain problems much more efficiently than classical ones. We will also explore recent experiments in which quantum phenomena appear on the macroscopic scale and some of the philosophical conundrums raised by those results.

Requisite: Physics 25 or 35 or consent of the instructor. Omitted 2007-08.

77. Senior Departmental Honors. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, 78D. Senior Departmental Honors. Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

PICK COLLOQUIA

The Pick Colloquia is part of the Pick Readership established in 1999 by Thomas and Sue Pick to include courses in environmental studies in the curriculum. Under the Readership, a faculty member is appointed to be the Pick Reader for three years, during which time he or she coordinates lectures and panel discussions on environmental themes and organizes one or two interdisciplinary colloquia on the environment each year. The Pick Reader also advises students interested in preparing themselves for careers in environmental studies and related fields.

04. Environmental Risks and Environmental Choices. Environmentalists are divided between those who believe there must be a fundamental change in our values and our devotion to the market and those who believe our values and the market offer the best hope for achieving sound environmental policy. If we are to achieve sustainable management of natural resources, is it necessary that we first transform ourselves and the basis of our social organization, or do we already possess the tools to accomplish the task, in which case fundamental transformations might actually make things worse?

In this course, we will join this debate and closely examine the claims and counterclaims made for each position. We will examine specific issues, ranging from reducing greenhouse gases to regulating genetically modified crops, in hopes of working our way toward an assessment of policy choices.

Students will be expected to select an environmental issue (not necessarily one on which our course readings will focus) on which they will write a term paper that comes to grips with our options and which will suggest, albeit tentatively, which option(s) seem most promising.

Limited to 20 students. Not open to first-year students. Second semester. Professor Dizard and Senior Lecturer Delaney.

08. Conservation Biology and the Reconstruction of Nature. In the waning decades of both the nineteenth and twentieth centuries, biologists struggled with one another and with the public over how to regard—and whether to regard at all—our nation's biotic patrimony. In the early twentieth century, the struggle was distilled into two choices: preservation or conservation. Conservation became the dominant expression of environmental policy. By the end of the twentieth century, however, it became clear that environmental policies were failing. Reflecting this, a number of prominent biologists and ecologists created a new subfield of biology, conservation biology, devoted to addressing what they see as a looming biodiversity crisis. A corollary of this emergent concern quickly emerged: we need to return key ecosystems to an approximation of what they were before humans intruded.

In this colloquium, we will explore the interaction between biologists and the general public. In particular, we will critically examine the policies and projects that have recently been promoted by prominent conservation biologists. We will pay particular attention to proposals for large scale "rewilding" of North America (e.g., the proposal to return the Western Plains to a "Buffalo Commons").

Not open to first-year students. Limited to 20 students. First semester. Professor Dizard.

22. The Resilient (?) Earth: An Interdisciplinary Reflection on Contemporary Environmental Issues. Life has existed on Earth for nearly four billion years, shaped by massive extinction events. In the short span of the last 10,000 years, humans have become important agents in shaping global change. The question this colloquium will consider is straightforward: Have humans been modifying the environment in ways that will, in the not distant future, cause another worldwide extinction event? There are no simple, much less uncontested, answers to this question. We will have to consider the ways we have altered habitats and ecosystem processes. We will also consider the economic consequences of disturbed ecosystems and assess contemporary policy proposals that intend to avert what some claim is an impending catastrophe.

Second semester. Professors Clotfelter and Dizard.

POLITICAL SCIENCE

Professor Arkes, Basu, Bumiller, Dumm (Chair), Machala, Marx, Mehta, Sarat, W. Taubman, and Tiersky; Associate Professor Corrales; Visiting Assistant Professor Lee; Five College Professors Klare and Newbury; Loewenstein Fellows Bilsky and Helie.

Major Program. Majors in Political Science must complete 10 courses for *rite* or 12 for honors in courses offered or approved by the Department, including at least one introductory course numbered 1 to 20 and at least one advanced seminar. In addition they must fulfill a distribution requirement and complete a core concentration within Political Science.

Introductory courses. These are courses numbered 1-20. Because these courses are designed to introduce students to the study of politics, the department recommends that they be taken in the first and second year. Students may count a maximum of two introductory courses toward their major.

Advanced Seminars. Courses numbered 70 and above are advanced seminars. Those courses have prerequisites, limited enrollment, and a substantial writing requirement.

Distribution Requirement. To fulfill the distribution requirement, majors must take one course in at least three of the following areas: American government and politics (AP); comparative politics (CP); gender and politics (GP); politics, law, and public policy (LP); international relations (IR); and political theory (PT).

Core Concentration. Political Science majors shall also designate a core concentration within the major. The core concentration shall consist of a minimum of four courses organized around a theme chosen by the student in consultation with the advisor. Students may count up to two courses from outside the Political Science Department. Ordinarily students shall designate a core concentration by the end of the sophomore year or at the time of the declaration of the major. Advisors will have the responsibility of certifying that graduating students have completed their core concentration requirement.

Honors in Political Science. Students who wish to be considered for graduation with Departmental Honors in Political Science must have a B+ cumulative average. They are admitted upon application in the first week of the first semester of their senior year. The application consists of a brief description of their thesis topic—what it is, why it is important, how it is to be illuminated. Prospective applicants should consult with members of the Department during their junior year to define a suitable Honors project, and to determine whether a member of the Department competent to act as an advisor will be available to do so. Permission to pursue projects for which suitable advisors are not available may be denied by the Department.

Candidates for Honors will normally take Political Science 77 and 78. Students may request a third thesis course in either the fall or the spring and, with the approval of their advisor, register for 77D or 78D. A first draft of the thesis will be submitted by the middle of January. At that time the candidate's advisor, in consultation with a second reader, will evaluate the draft and determine whether it merits the candidate's continuing in the Honor's program in the second semester. Students continuing in the Honors program will receive a single grade for 77 and 78 upon the completion of the latter.

01. Political Identities. The assertion of group identities based on language, region, religion, race, gender, sexuality, and class, among others, has increasingly animated politics cross-nationally. However, the extent to which identities become politicized varies enormously across time and place. We will explore what it means to describe an identity as political. This exercise entails assessing the conditions under which states, civil societies, and political societies recognize certain identities while ignoring or repressing others. In other words, it entails analyzing the ways in which political processes make and remake identities. What do groups gain and lose from identity-based movements? And what are the broader implications of identity-based movements for democratic politics?

Limited to 30 students. First semester. Professor Basu and Visiting Professor Lee.

03. Secrets and Lies. Politics seems almost unimaginable without secrecy and lying. From the noble lie of Plato's *Republic* to Oliver North's claim that he lied to Congress in the name of a higher good, from the need to preserve secrets in the name of national security to the endless spinning of political campaigns, from President Kennedy's behavior during the Cuban missile crisis to current controversies concerning lies by the tobacco industry, from Freud's efforts to decode the secrets beneath civilized life to contemporary exposés of the private lives of politicians, politics and deception seem to go hand-in-hand. This course investigates how the practices of politics are informed by the keeping and telling of secrets, and the telling and exposing of lies. We will address such questions as: When, if ever, is it right to lie or to breach confidences? When is it right to expose secrets and lies? Is it necessary to be prepared to lie in order to advance the cause of justice? Or, must we do justice justly? When is secrecy really necessary and when is it merely a pretext for Machiavellian manipulation? Are secrecy and deceit more prevalent in some kinds of regimes than in others? As we explore those questions we will discuss the place of candor and civility in politics; the relationship between the claims of privacy (e.g., the closeting of sexual desire) and secrecy and deception in public arenas; conspiracy theories as they are applied to politics; and the importance of secrecy in resistance and revolutionary movements. We will examine the treatment of secrecy and lying in political theory as well as their appearance in literature and popular culture, for example, *King Lear, Wag the Dog, Mr. Smith Goes to Washington, The Year of Living Dangerously*, and *Quiz Show.*

Limited to 30 students. Omitted 2007-08. Professor Dumm.

04. The State. Most humans live in territories that are controlled by a state. Why do different nations have different types of states? Why are some states more repressive than others, more war-prone than others, better promoters of development than others, more inclusive than others? How can we make sense of the varied reactions to state domination, ranging from active support to negotiated limits to apathy to vigorous contestation? Does globalization make states more or less democratic, more or less efficient, more or less able to promote development?

This course goes to the heart of current debates on the "state of the state." How significant is the state in an era in which its sovereignty is increasingly challenged both by global and domestic forces? What ought to be the proper role of the state in the twenty-first century? These questions are central to the current debates taking place—in the U.S. and abroad—on the extent to which countries should open up their economies, privatize social services, incorporate minorities and immigrants, recognize gay marriages, counterbalance U.S. pop culture, accommodate religious fundamentalism, etc. We will explore these questions by studying political theorists and empirical cases from around the world.

Limited to 30 students. Second semester. Professor Corrales.

05. Politics, Statecraft, and the Art of Ruling. In the teaching of the classic philosophers, the central questions of politics are questions of justice: What are the grounds of our judgment on the things that are just or unjust, right or wrong? What is the nature of the just, or the best, political order? What measures would we be "justified" in imposing with the force of "law"? What is the nature of that regime we would seek to preserve in this country—or, on the other hand, what are the regimes that we would be justified in resisting in other places, even with the force of arms? The problem of judgment must point to the principles, or the standards, of judgment, and to an understanding that is distinctly philosophic. But political men and women also need a certain sense of the ways of the world: the things that hold people in alliance or impart a movement to events; the ways in which the character of politics is affected by the presence of bureaucracies or elections; the arts of persuasion; the strains of rendering judgments. And the knowledge of these things must depend on experience. In this style of introduction to political science, a central place will be given over to the study of statesmen and politicians: Lincoln, Churchill, Eisenhower, but also Kennedy, Johnson, Reagan. The course will draw us back to Aristotle and Plato, to Machiavelli and the American Founders, but then it will also encompass the study of voting and campaigns, and the more recent politics of race and gender.

Limited to 30 students. First semester. Professor Arkes.

07. Leadership, Citizens and Democracy. A study of democracy at home and abroad. The paradox of American democracy, or of any democracy, is that effective self-government requires a perpetual struggle between the people and their leaders. Citizens must be active but wary; governments must be efficient yet accountable. The result is that democracy is frustrating and self-contradictory, even while it is the best, or the least bad system of government. In the world order, America's claim to an international leadership role is also based on a contradiction. The United States is simultaneously a Liberal Democracy and a Great Power, caught inevitably between democratic ideals and the responsibilities and temptations of having so much power. The result is that America is simultaneously very promising and very dangerous.

Limited to 25 students. Second semester. Professor Tiersky.

12. Political Obligations. The mark of the polity, or the political order, has always been the presence of "law"—the capacity to make decisions that are binding, or obligatory, for everyone within the territory. The roots of obligation and law are the same: "ligare," to bind. When the law imposes a decision, it restricts personal freedom and displaces "private choice" in favor of a public obligation, an obligation applied uniformly or universally. The law may commit us then on matters that run counter even to our own convictions, strongly held, about the things that are right or wrong, and even on matters of our private lives.

The law may forbid people to discriminate on grounds of race even in their private businesses; the law may forbid abortions or, on the other hand, the law may compel the funding of abortions even by people who find them abhorrent. This state of affairs, this logic of the law, has always called out for justification, and in facing that question, we are led back to the original understanding of the connection between morality and law. The law can justify itself only if it can establish, as its ground, propositions about the things that are in principle right or wrong, just or unjust—which is to say, right or wrong, just or unjust, for others as well as ourselves. The questions of law and obligation then must point to the questions at the root of moral philosophy: What is the nature of the good or the just, and the grounds on which we may claim to "know" moral truths?

The course will proceed through a series of cases after it returns to the beginning of political philosophy and lays the groundwork for the argument. We will begin with Aristotle on the polis, and the debate between Abraham Lincoln and Stephen Douglas on "natural rights." We will draw on Kant and Hume, on Thomas Reid and Bertrand Russell, as we seek to set the groundwork in place. The argument of the course will then be unfolded further, and tested, through a train of cases and problems: conscientious objection, the war in Vietnam, the obligation to rescue, the claims of privacy. And the culmination will come on the issues of abortion, euthanasia, and assisted suicide.

Second semester. Professor Arkes.

13. World Politics. This is an introductory course which examines the interaction of military, political, economic, social and cultural forces in present-day world politics. Close attention is paid to the complex relationship between two central components of this system: great power relations and global capitalist dynamics. Among the topics covered are hegemonic stability and the rise and fall of the great powers, the changing role of state sovereignty, the strengths and weaknesses of international civil society, as well as the role of justice and international/transnational legal institutions in world politics. Other issues to be discussed include the relations of the world's sole superpower (the United States) vis-à-vis the newly emerging geopolitical centers of power, namely the European Union, China, India and Russia, as well as such regions as the Middle East and Latin America. The course does not rely on a single theoretical framework; instead, we will follow in the path of such world classics as Kautylia, Sun Tzu, Thucydides, Clausewitz, Locke, Kant, and Karl Marx.

Limited to 25 students. First semester. Professor Machala.

18. The Social Organization of Law. (Also Law, Jurisprudence and Social Thought 01.) See Law, Jurisprudence and Social Thought 01.

First semester. Professor Sarat.

20. Rethinking Post-Colonial Nationalism. Nationalist fervor seemed likely to diminish once so-called Third World nations achieved independence. However, the past few years have witnessed the resurgence and transformation of nationalism in the post-colonial world. Where anti-colonial nationalist movements appeared to be progressive forces of social change, many contemporary forms of nationalism appear to be reactionary. Did nationalist leaders and theoreticians fail to identify the exclusionary qualities of earlier incarnations of nationalism? Were they blind to its chauvinism? Or has nationalism become increasingly intolerant? Was the first wave of nationalist movements excessively marked by European liberal influences? Or was it insufficiently committed to universal principles? We will explore expressions of nationalism in democratic, revolutionary, religious nationalist, and ethnic separatist movements in the post-colonial world.

Omitted 2007-08. Professor Basu.

24. Human Rights Activism. (CP, GP) (Also Women's and Gender Studies 32.) See Women's and Gender Studies 32.

Second semester. Professors Basu and Saxton.

27. Russian Politics Past and Present. (CP, IR) How and why did a revolution that began as a dream of heaven on earth end up in a nightmare in which as many as 20 million perished? To what extent was Stalin's brand of totalitarianism rooted in such sources as Marxism-Leninism itself, in traditional Russian political culture, and in Stalin's own paranoid personality? How did Stalinism express itself in politics, economics, culture, and ethnic and foreign policy? What was its impact on reforms under Khrushchev and Gorbachev? The first part of the course will examine the rise and fall of the USSR. The second, post-Soviet, section will focus on three transitions (from totalitarianism toward democracy, from a supercentralized economy to a more or less free market, and from a multinational empire to fifteen separate nation-states) as well as new Russia's relations with the world and especially the United States. In addition, we will discuss other general political issues as they work themselves out in Soviet and Russian contexts: the nature of revolution and nationalism, the causes and consequences of tyranny, the perils of political and social reform, and the role of power and ideology in foreign policy.

Omitted 2007-08. Professor Taubman.

28. Modern Classics in Political Philosophy. (PT) This course will be an introduction to the study of modern political philosophy. The course is organized around four classic texts which will be considered chronologically; they are: Hobbes, *Leviathon*; Locke, *The Two Treatise of Government*; J.S. Mill, *On Liberty* and *Considerations on Representative Government*; and Nietszche, *Beyond Good and Evil*. The questions that will structure this study will include: What do the various philosophers take to be the original motivation underlying the formation of political society? How do these motivations conform to the normative prescriptions that are proposed? What are the limits of legitimate political authority, and what are the philosophical justifications for them? What are the justifications underlying the various proposed institutional arrangements and under what conditions can these arrangements be legitimately suspended? Finally, does the organizing of political life of necessity do violence to a more noble conception of human potentiality?

First semester. Professor Mehta.

29. Women and Politics in Africa. (Also Black Studies 25 and Women's and Gender Studies 61.) This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of post-colonial African policies. This course will also explore case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.

Second semester. Five College Professor Newbury.

30. American Politics/Foreign Policy. (AP) (IR) The attacks of September 11, the continuing war in Iraq and America's growing relative industrial decline, have cast a long shadow over current U.S. foreign policy. But while these events dominate much of the news, the purpose of this course will not be to analyze any specific foreign policies, but, instead, to examine how foreign policy is made in the United States. We will explore the domestic political, socio-economic and cultural forces which have historically shaped major foreign policy debates as well as the grand strategies which have sustained America's role in world affairs. After familiarizing ourselves with the four main foreign policy ideological traditions (Jeffersonian, Hamiltonian, Jacksonian and Wilsonian), which typically compete for political dominance, we will scrutinize how the rules set in the Constitution structure the foreign policy making process. Special attention will be paid to the shifting and evolving power of the Presidency, Congress, the mass media, public opinion, elections, think-tanks, ethnic, religious and class-based lobbies and grass roots social movements. The course will also examine the rise of the power elite and the national security state, the role of the military and intelligence agencies, the power of secrecy and deception, and the significance of the political psychology of presidents and their key advisors, as well as the function of gender in the making of foreign policy.

Limited to 70 students. Second semester. Professor Machala.

32. Political Economy of Development. (CP, IR) This course surveys some of the principal themes in the political economy of lower-income countries. Questions will cover a broad terrain. What are the key characteristics of poor economies? Why did these countries fail to catch up economically with the West in the 20th century? Who are the key political actors? What are their beliefs, ideologies and motivations? What are their political constraints, locally, nationally and globally? We will review definitions of development, explanations for the wealth and poverty of nations, the role of ideas, positive and dysfunctional links between the state and business groups, the role of non-state actors, the causes and consequences of poverty, inequality, disease and corruption, the impact of financial globalization and trade opening, the role of the IMF and the World Bank, and the arguments of anti-developmentalists. We will look at the connection between regime type and development. (Are democracies at a disadvantage in promoting development?) We will also devote a couple of weeks to education in developing countries. We know education is a human good, but is it also an economic good? Does education stimulate economic growth? What are the obstacles to education expansion? We will not focus on a given region, but rather on themes. Familiarity with the politics or economics of some developing country is helpful but not necessary.

Limited to 25 students. Omitted 2007-08. Professor Corrales.

34. American Political Thought. (AP, PT) This course is a study of aspects of the canon of American political thought. While examining the roots of American thought in Puritanism and Quakerism, the primary focus will be on American transcendentalism and its impact on subsequent thought. Among those whose works we are likely to consider are Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, Walt Whitman, W.E.B. DuBois, William James, Jane Addams, John Dewey, Martin Luther King, Hannah Arendt, Richard Rorty, and Stanley Cavell.

Not open to first-year students. Second semester. Professor Dumm.

36. American Diplomacy I. (AP, IR) (Also History 49.) See History 49.

Omitted 2007-08. Professors Machala and Levin.

37. The American Founding. (PT, AP) Lincoln famously said at Gettysburg that the nation had been brought forth "four score and seven years" earlier. Counting back 87 years from Gettysburg brought the beginning of the republic to 1776, not 1789. The American Founding included the ingenious crafting of the Constitution, but the Founding, and the Union, did not begin with the Constitution. It began with the Declaration of Independence and the articulation of that "proposition" as Lincoln called it, which marked the character of the regime: "all men are created equal." From that proposition sprang the principle for government by consent, and as Lincoln and the Founders understood, the case in principle against slavery. Lincoln thought it a stroke of genius on the part of Jefferson that, on the occasion of a revolution, he inserted in the Declaration an "abstract truth applicable to all men and all times." And yet, now, that truth of the Declaration has become controversial; it is often denied on both sides of the political divide, by conservatives as well as liberals. But the claim for the Founders remains: if that central moral "truth" of the Declaration is not true, it may not be possible to give a coherent account of the American regime and the rights it was meant to secure.

The course will explore the writings and work of that uncommon generation that made the case for the American revolution and framed a "new order for the ages." The topics will include the political philosophy of "natural rights"; the debates during the Constitutional Convention in 1787, and during the contest over ratification; the Federalist and Anti-federalist papers; the political economy of the new Constitution; the jurisprudence of Alexander Hamilton, James Wilson, and John Marshall; and some of the leading cases in the founding period of the Supreme Court.

Second semester. Professor Arkes.

38. American Diplomacy II. (AP, IR) (Also History 50.) See History 50.

Omitted 2007-08. Professors Levin and Machala.

40. The Political Thought of Kant, Hegel and Marx. (PT) This seminar will consider some of the main moral and political themes in the writings by Kant, Hegel and Marx. The readings will include Kant's *Critique of Practical Reason*, selections from Hegel's *Philosophy of Right* and his *Philosophy of History*, and selections from Marx's *Capital*. An underlying and organizing theme of this seminar will be the role of history in the political thought of these thinkers.

Limited to 30 students. Omitted 2007-08. Professor Mehta.

41. The American Constitution I: The Structure of Rights. (LP, AP) This course will focus on the questions arising from the relations of the three main institutions that define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the "first principles" of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of "rights" and the regulation of "speech" (including such "symbolic expression" as the burning of crosses); and the original warning of the Federalists about the effect of the Bill of Rights in narrowing the range of our rights.

First semester. Professor Arkes.

42. The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." (LP, AP) In applying the Constitution to particular cases, it becomes necessary to appeal to certain "principles of law" that were antecedent to the Constitution—principles that existed before the Constitution, and which did not depend, for their authority, on the text of the Constitution. But in some cases it is necessary to appeal to principles that were peculiar to the government that was established in the "decision of 1787"; the decisions that framed a new government under a new Constitution. This course will try to illuminate that problem by considering the grounds on which the national government claims to vindicate certain rights by overriding the authority of the States and private institutions. Is the federal government obliged to act as a government of "second resort" after it becomes clear that the State and local governments will not act? Or may the federal government act in the first instance, for example, to bar discriminations based on race, and may it reach, with its authority, to private businesses, private clubs, even private households? The course will pursue these questions as it deals with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (This course may be taken independently of Political Science 41, The American Constitution I.)

Omitted 2007-08. Professor Arkes.

45. Contemporary Europe. (CP, IR) An analysis of Europe's role in the world order and the substance, significance and contradictions of European integration. What are Europe's strengths and weaknesses as an international power? Does Europe pull its weight in international relations or is it content to be a free rider on the policies and ambitions of other countries? What is the European Union? How does it work and what are its successes and failures? What are the relationships between the separate European countries and the EU? What about the European Union? Is European integration still the future for the Old Continent, or is there now "enough Europe"? Underlying these questions is the larger historical issue: Is Europe an exhausted civilization?

Not open to first-year students. Limited to 20 students. First semester. Professor Tiersky.

47. American Diplomacy III. (AP, IR) (Also History 51). See History 51.

First semester. Professors Levin and Machala.

48. Cuba: The Politics of Extremism. (CP, IR) The study of Cuba's politics presents opportunities to address issues of universal concern to social scientists and humanists in general, not just Latin Americanists. When is it rational to be radical? Why has Cuban politics forced so many individuals to adopt extreme positions? What are the causes of radical revolutions? Is pre-revolutionary Cuba a case of too little development, uneven development or too rapid development? What is the role of leaders: Do they make history, are they the product of history, or are they the makers of unintended histories? Was the revolution inevitable? Was it necessary? How are new (radical) states constructed? What is the role of foreign actors, existing political institutions, ethnicity, nationalism, religion and sexuality in this process? How does a small nation manage to become influential in world affairs, even altering the behavior of superpowers? What are the conditions that account for the survival of authoritarianism? To what extent is the revolution capable of self-reform? Is the current intention of state leaders of pursuing closed politics with open economics viable? What are the most effective mechanisms to change the regime? Why does the embargo survive? Why did Cubans (at home and abroad) care about Elián González? Although the readings will be mostly from social scientists, the course also includes selections from primary sources, literary works and films (of Cuban and non-Cuban origin). As with almost everything in politics, there are more than just two sides to the issue of Cuba. One aim of the course is to expose the students to as many different sides as possible.

Limited to 25 students. First semester. Professor Corrales.

49. Ancient Political Philosophy. (PT) This course provides an introduction to the political thought of Plato, Aristotle, and Saint Augustine. It is organized around classic texts which will be considered chronologically: Plato's *Republic* (selections); Aristotle, *The Politics*, and *The Ethics*; and St. Augustine, *The City of God*. The questions that will structure this study will include: Why is the study of politics something about which we need and can have general theories? What is the significance and the status of an "ideal" polity with respect to actual polities? What do the various philosophers take to be the original motivation underlying the formation of political society? How do these motivations conform with the normative prescriptions that are proposed? How do questions of hierarchy and equality inform ancient thought. And finally, what is the status of philosophy itself in offering political prescriptions?

Second semester. Professor Mehta.

51. The Political Economy of Petro States. (CP, IR) This is a modified version of Political Science 32, The Political Economy of Development. The first half of the course is identical to 32, but the second half will have a different focus: the political economy of oil. This section will explore the extent to which oil is a "resource curse," the neo-structuralist notion that an abundance of a natural resource, in this case oil, is detrimental for development because it distorts economic incentives (away from diversification) and distorts politics (by facilitating corruption, raising the stakes of power-holding, increasing the chance for abuse of state power, and weakening society's capacity to hold the state accountable). We will examine these hypotheses by focusing on Venezuela, one of the world's leading oil producers. Until the 1980s, Venezuela was considered an example of democratization. In the 1990s, Venezuela became instead a paradigmatic case of policy incoherence. In the early 2000s, under the Hugo Chávez administration, Venezuela became a case of political polarization, and some argue, rising authoritarianism. The second half of this course will assess whether the resource-curse theory provides the best account of Venezuela's politics since the 1980s. To address this question, we will: (1) compare the resource-curse argument with other competing theories of development that might account for Venezuelan politics; and (2) compare the Venezuelan case with other cases in Latin America, Asia, the Middle East, and Africa. *This course fulfills requirements for the Five College Certificates in Latin American Studies and International Relations.*

Not open to students who have taken Political Science 32. Limited to 35 students. Second semester. Professor Corrales.

53. Representing Domestic Violence. (GP, LP) (Also Women's and Gender Studies 53.) See Women's and Gender Studies 53.

Limited to 25 students. Omitted 2007-08. Professors Bumiller and Sánchez-Eppler.

56. Regulating Citizenship. (AP, PT) This course considers a fundamental issue that faces all democratic societies: How do we decide when and whether to include or exclude individuals from the rights and privileges of citizenship? In the context of immigration policy, this is an issue of state power to control boundaries and preserve national identity. The state also exercises penal power that justifies segregating and/or denying privileges to individuals faced with criminal sanctions. Citizenship is regulated not only through the direct exercise of force by the state, but also by educational systems, social norms, and private organizations. Exclusion is also the result of poverty, disability, and discrimination based on gender, race, age, and ethnic identity. This course will describe and examine the many forms of exclusion and inclusion that occur in contemporary democracies and raise questions about the purpose and justice of these processes. We will also explore models of social change that would promote more inclusive societies. This course will be conducted inside a correctional facility and enroll an equal number of Amherst students and residents of the facility. Permission to enroll will be granted on the basis of a questionnaire and personal interview with the instructor.

Admission with consent of the instructor. Limited to 12 students. Second semester. Professor Bumiller.

59. The Politics of Moral Reasoning. (GP, PT) This course is an exploration of the connections between the experience of ordinary life and the judgments humans and citizens make concerning good and bad, and competing goods. We will use as the core text Stanley Cavell's *Cities of Words*, which organizes themes concerning moral reasoning around a series of thinkers—Emerson, Aristotle, Plato, Rawls, Nietzsche, Locke, Mill and others—and couples each thinker with a movie from the classic age of American cinema. While we will be relying on Cavell's study as a primary source, students will also be reading essays by the thinkers Cavell identifies. Each week we will discuss the reading in the first class exclusively, and then screen the film prior to the second class meeting, when we will broaden the discussion.

Not open to first-year students. First semester. Professor Dumm.

60. Punishment, Politics, and Culture. (AP, GP) Other than war, punishment is the most dramatic manifestation of state power. Whom a society punishes and how it punishes are key political questions as well as indicators of its character and the character of the people in whose name it acts. This course will explore the connections between punishment and politics with particular reference to the contemporary American situation. We will consider the ways crime and punishment have been politicized in recent national elections as well as the racialization of punishment in the United States. We will ask whether we punish too much and too severely, or too little and too leniently. We will examine particular modalities of punishment, e.g., maximum security prisons, torture, the death penalty, and inquire about the character of those charged with imposing those punishments, e.g., prison guards, executioners, etc. Among the questions we will discuss are: Does punishment express our noblest aspirations for justice or our basest desires for vengeance? Can it ever be an adequate expression of, or response to, the pain of victims of crime? When is it appropriate to forgive rather than punish? We will consider these questions in the context of arguments about the right way to deal with juvenile offenders, drug offenders, sexual predators ("Megan's Law"), rapists, and murderers. We will, in addition, discuss the meaning of punishment by examining its treatment in literature and popular culture. Readings may include selections from The Book of Job, Greek tragedy, Kafka, Nietzsche, Freud, George Herbert Mead, and contemporary treatments of punishment such as Foucault's *Discipline and Punish*, Butterfield's *All God's Children*, Scarry's *Body in Pain*, Garland's *Punishment in Modern Society*, Hart's *Punishment and Reasonability*, and Mailer's *Executioner's Song*. Films may include *The Shawshank Redemption, Dead Man Walking, Mrs. Soffel, Minority Report*, and *One Flew Over the Cuckoo's Nest*.

Limited to 15 students. Second semester. Professor Sarat.

63. Global Women's Activism. (Also Women's and Gender Studies 44.) See Women's and Gender Studies 44.

Omitted 2007-08. Professor Basu.

70. The Political Theory of Globalization. (IR, PT) "Globalization" can mean many things. To some, it means equal integration of individual societies into worldwide political, economic and cultural processes. To others it means accentuated uneven economic development, accompanied by cultural imperialism, which merely exaggerates the political dependence of "peripheral" on "core" societies. For still others, globalization is shorthand for the social and cultural changes that follow when societies become linked with and, in an escalating way, dependent upon the world capitalist market. The idea that underlies these multiple meanings of globalization is the radical intensification of worldwide social relations and the lifting of social activities out of local and national conditions. The course will examine the major theoretical discourses raised by this idea, such as (1) the effect of globalizing material production on the formation of post-liberal democracy, (2) the nexus between globalizing cultural production and the politics of cosmopolitanism and "otherness," (3) the impact of globalizing communication technologies and mass consumerism on the formation of transnational "gated class communities," and (4) the relationship between the globalization of transnational class conflicts/interests/identities and transnational governance. We will also explore the connection between "late global capitalism" and liberal arts education in legitimizing the current global class dynamics. *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: Two courses—one from each cluster or their equivalent: (a) Political Science 13, 20 24, 32, 45, 63, 86, 89, Colloquium 18; (b) 28, 40, 76, 80, 81. Limited to 20 students. Omitted 2007-08. Professor Machala.

72. Culture and Politics in 20th-Century Europe. (CP, IR) (Also European Studies 35.) This seminar discusses political ideas, ideologies and political culture in 20th-century Europe. Some themes are Nationalism; Marxism, Socialism and Communism; Fascism; anti-Semitism; Existentialism; the "Century of Total War"; the year 1968; Pope John Paul II; Soccer Hooliganism; "The Idea of Europe," and the question of whether there is a "European identity." Throughout the course, ideas are connected to historical context. The syllabus is a mix of books and films. *This course can be taken as a regular course or it can fulfill the requirement for an advanced seminar in Political Science.*

Preference to Political Science and European Studies majors, and third- and fourth-year students. Limited to 20 students. Second semester. Professor Tiersky.

73. U.S.-Latin American Relations. (CP, IR) Can small and non-powerful nations ever profit from a relationship with a more powerful hegemon? Who gains and who loses in this type of asymmetrical relationship? This seminar attempts to answer these questions by looking at the relations between the U.S. and Latin American nations. The seminar begins by presenting different ways in which intellectuals have tried to conceptualize and analyze the relations between the U.S. and Latin America. These approaches are then applied to different dimensions of the relationship: (1) intra-hemispheric relations prior to World War II (the sources of U.S. interventionism and the response of Latin America); (2) political and security issues after World War II (the role of the Cold War in the hemisphere and U.S. reaction to instability in the region, with special emphasis on Cuba in the early 1960s, Peru in the late 1960s, Chile in the early 1970s, The Falklands War and Nicaragua in the 1980s); and (3) economic and business issues (the politics of foreign direct investment and trade, and the debt crisis in the 1980s). Finally, we examine contemporary trends: the emerging hemispheric convergence, economic integration, drug trade, immigration, the defense of democracy regime, and the re-emergence of multilateral interventionism. *This course fulfills the requirement for an advanced seminar in political science.*

Requisite: Political Science 13 or its equivalent. Limited to 15 students. Admission with consent of the instructor. Omitted 2007-08. Professor Corrales.

74. Norms, Rights, and Social Justice: Feminists, Disability Rights Activists and the Poor at the Boundaries of the Law. (GP, LP) (Also Law, Jurisprudence, and Social Thought 74.) This seminar explores how the civil rights movement began a process of social change and identity-based activism. We evaluate the successes and failures of "excluded" groups' efforts to use the law. We primarily focus on the recent scholarship of theorists, legal professionals, and activists to define "post-identity politics" strategies and to counteract the social processes that "normalize" persons on the basis of gender, sexuality, disability, and class. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: One introductory Political Science course or its equivalent. Limited to 15 students. First semester. Professor Bumiller.

75. Problems of International Politics. (CP, IR) The topic changes from year to year. In 2007-08, the topic will be "Gorbachev, the End of the Cold War and the Collapse of the Soviet Union." When Mikhail Gorbachev became its leader in 1985, the Soviet Union, while plagued by internal and external troubles, was still one of the world's two superpowers. By 1991, the cold war was over, and on the day he left the Kremlin for the last time, December 25, 1991, the USSR ceased to exist. Of course, Gorbachev was not solely responsible for this upheaval. Developments in the USSR and the world prepared the way. But he set decisive change in motion, and no one else in the Soviet leadership would have done so. This course is therefore a case study of the impact of personality on politics, but also of the limits of that impact, and of the importance of other causes (economic, political, social, ideological, international) of events that changed the world. *This course fulfills the requirement for an advanced seminar in Political Science.*

Admission with consent of the instructor. Limited to 25 students. Second semester. Professor Taubman.

76. Modern Social Theory. (PT) This course will consider the following broad questions with respect to Tocqueville, Marx, Durkheim and Weber: (1) What is the cement of society, i.e., what makes society a coherent unit of experience and analysis? (2) What are the rigidities and flexibilities in society, i.e., how do societies change, develop, and come apart? (3) What is the role of ideas in the cohesion and development of societies? (4) What normative constraints do the answers to the above questions place on societies? With respect to this question the focus in this course will be on the political constraints in contrast with, for instance, the technological, cultural or economic constraints. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited to 20 students. First semester. Professor Mehta.

77D. Senior Departmental Honors. Totaling three full courses, usually a double course in the fall and one regular course in the spring.

Open to seniors who have satisfied the necessary requirements. First and second semesters. The Department.

78. Senior Departmental Honors. Totaling three full courses, usually a double course in the fall and one regular course in the spring.

Open to seniors who have satisfied the necessary requirements. First and second semesters. The Department.

79. Seminar on War and Peace. (IR, PT) A conceptual and theoretical study of war and peace. Neither a history of war nor a policy study of wars and crises today, the seminar considers a variety of cases across time and space to examine the causes and consequences of war and the possibilities of peace. Readings range from classical sources to contemporary debates, including Euripides, Quintus Curtius Rufus, Kant, Clausewitz, Sun Tsu, Margaret Mead, Gandhi; K. Waltz, Michael Walzer, and the Geneva Conventions.

Students should have some relevant background in the study of international relations, moral aspects of political life and/or international law. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: Some background in international relations study; in morality, law and politics; and/or international law. Limited to 20 students. Not open to first-year students. First semester. Professor Tiersky.

80. Contemporary Political Theory. (PT) A consideration of twentieth- and twenty-first-century Western political theory. Topics to be considered include the fate of modernity, identity and difference, power, representation, freedom, and the state. This year's readings may include works by the following authors: Freud, Weber, Benjamin, Heidegger, Arendt, Derrida, Foucault, Berlin, Butler, Connolly, and Agamben. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited to 20 students. Second semester. Professor Dumm.

81. Taking Marx Seriously. (PT) Should Marx be given yet another chance? Is there anything left to gain by returning to texts whose earnest exegesis has occupied countless interpreters, both friendly and hostile, for generations? Has Marx's credibility survived the global debacle of those regimes and movements which drew inspiration from his work, however poorly they understood it? Or, conversely, have we entered a new era in which post-Marxism has joined a host of other "post-"phenomena? This seminar will deal with these and related questions in the context of a close and critical reading of Marx's texts. The main themes we will discuss include Marx's conception of capitalist modernity, material and intellectual production, power, class conflicts and social consciousness, and his critique of alienation, bourgeois freedom and representative democracy. We will also examine Marx's theories of historical progress, capitalist exploitation, globalization and human emancipation. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: Two of Political Science 13, 28, 40, 70, 76, 80. Limited to 15 students. Omitted 2007-08. Professor Machala.

82. United States Foreign Policy: Democracy and Human Rights. (IR, AP) Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world and the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa. Previous course work relating to international relations, American politics or foreign policy, or political theory required. *This course fulfills the requirement for advanced seminar in Political Science.*

Admission with consent of the instructor. Limited to 20 students. Omitted 2007-08.

83. Topics in Contemporary Political Philosophy. (PT) This seminar will consider works in political philosophy that have been published within the last decade. It will be organized around the following four topics: justice, equality, the normative force of history and ethical/cultural pluralism. The readings will include works by the following thinkers: John Rawls, Amartya Sen, Michael Sandel, Ronald Dworkin, Charles Taylor, Alistair MacIntyre, David Bromwich, Jurgen Habermas, Martha Nussbaum, Jean-Francois Lyotard, and Bikhu Parekh. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited to 20 students. Second semester. Professor Mehta.

84. Seminar on International Politics: Global Resource Politics. (IR) An intensive investigation of new and emerging problems in international peace and security affairs. We will examine such issues as: international terrorism; global resource competition; the security implications of globalization; international migrations; transboundary environmental problems; illegal trafficking in guns, drugs, and people. Participants in the seminar will be required to choose a particular problem for in-depth investigation, entailing a study of the nature and evolution of the problem, the existing international response to it, and proposals for its solution. Students will prepare a major paper on the topic and give an oral presentation to the class on their findings. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited to 25 students. First semester. Five College Professor Klare.

85. States of Poverty. (AP, GP) (Also Women's and Gender Studies 85.) In this course the students will examine the role of the modern welfare state in people's everyday lives. We will study the historical growth and retrenchment of the modern welfare state in the United States and other Western democracies. The course will critically examine the ideologies of "dependency" and the role of the state as an agent of social control. In particular, we will study the ways in which state action has implications for gender identities. In this course we will analyze the construction of social problems linked to states of poverty, including hunger, homelessness, health care, disability, discrimination, and violence. We will ask how these conditions disproportionately affect the lives of women and children. We will take a broad view of the interventions of the welfare state by considering not only the impact of public assistance and social service programs, but the role of the police, family courts, therapeutic professionals, and schools in creating and responding to the conditions of impoverishment. The work of the seminar will culminate in the production of a research paper and students will be given the option of incorporating field work into the independent project. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: Some previous exposure to background material. Admission with consent of the instructor. Limited to 20 students. Second semester. Professor Bumiller.

86. Globalization, Social Movements and Human Rights. (CP) (Also Women's and Gender Studies 68.) This seminar will explore the changing trajectories of social movements amidst economic, political and cultural globalization. Social movements have organized in opposition to the environmental destruction, increased class inequalities and diminished accountability of nation states that have often accompanied the global spread of capitalism. Globalization from above has given rise to globalization from below as activists have organized transnationally, employing new technologies of communication and appealing to universal human rights. However, in organizing transnationally and appealing to universal principles, activists may find their energies displaced from local to transnational arenas, from substantive to procedural inequalities, and from grass roots activism to routinized activity within the judicial process. We will consider the extent to which globalization heightens divisions between universalistic and particularistic movements or contributes to the creation of a global civil society which can protect and extend human rights. We will examine women's movements, environmental movements, and democracy movements in several regions of the world. *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: One of Political Science 13, 20, 31, 46, 48, 70, 73, or 74. Limited to 25 students. Omitted 2007-08. Professor Basu.

87. Political Thought and Statecraft of Abraham Lincoln. (LP, PT) This seminar will study the statesmanship of Lincoln, and it will weave together two strands, which accord with different parts in the understanding of the statesman. First, there is the understanding of the ends of political life and the grounds of moral judgment. Here, we would consider Lincoln's reflection on the character of the American republic, the principles that mark a lawful regime, and the crisis of principle posed in "the house divided." But second, there is the understanding drawn from the actual experience of politics, the understanding that informs the prudence of the political man as he seeks to gain his ends, or apply his principles, in a party. The main materials will be supplied by the writings of Lincoln: the speeches, the extended debates with Stephen Douglas, the presidential messages and papers of State. The problem of his statesmanship will be carried over then to his exercise of the war powers, his direction of the military, and his conduct of diplomacy. *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: One of Political Science 12, 18, 41, 42, or 49. Limited to 25 students. Omitted 2007-08. Professor Arkes.

89. Markets and Democracy in Latin America. (CP, IR) In the 1980s an unprecedented process of change began in Latin America: nations turned toward democracy and the market. This seminar explores the literature on regime and economic change and, at the same time, encourages students to think about ways to study the post-reform period. The seminar begins by looking at the situation prior to the transition: the sources of Latin America's over expanded state, economic decay, political instability, and democratic deficit. The seminar then focuses directly on the processes of transition, paying particular attention to the challenges encountered. It explores, theoretically and empirically, the extent to which democracy and markets are compatible. The seminar then places Latin America's process of change in a global context: comparisons will be drawn with Asian and post-Socialist European cases. The seminar concludes with an overview of current shortcomings of the transition: Latin America's remaining international vulnerability (the Tequila Crisis of 1995 and the Asian Flu of 1997), the rise of crime, drug trade, and neopopulism, the cleavage between nationalists and internationalists, the prospects for further deepening of reforms and the political backlash against reforms in the 2000s. *This course fulfills the requirements of an advanced seminar in Political Science.*

Requisite: Some background in the economics and politics of developing areas. Limited to 15 students. Not open to first- and second-year students. Omitted 2007-08. Professor Corrales.

97, 98. Special Topics.

First and second semesters.

RELATED COURSES

Personality and Political Leadership. See Colloquium 14. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Admission with consent of the instructors. Omitted 2007-08. Professors W. Taubman and Demorest.

Post-Cold War American Diplomatic History. (AP, IR) See Colloquium 18.

Limited to 30 students. Admission with consent of the instructors with preference given to students who have taken one of the following courses: Political Science 26, 30, History 49, 50, and 51. Not open to first-year students. Second semester. Professors Machala and Levin.

American Diplomacy in the Middle East from the Second World War to the Iraq War. (AP, IR) See Colloquium 19.

Omitted 2007-08. Professors Levin and Machala.

Murder. See Law, Jurisprudence and Social Thought 20.

Omitted 2007-08. Professor Sarat.

PREMEDICAL STUDIES

Amherst College has no premedical major. Students interested in careers in medicine may major in any subject, while also completing medical school admission requirements. Entrance requirements for most medical schools will be satisfied by taking the following courses: Mathematics 11, or Mathematics 05 and 06; Chemistry 11 or 15, and Chemistry 12, 21, and 22; Physics 16 and 17, or Physics 23 and 24; Biology 18 and 19, or any two Biology courses with laboratory; and two English courses. Students interested in medicine or other health professions are supported by Dean Carolyn Bassett, the Health Professions Advisor in the Career Center, and by a faculty Health Professions Committee chaired by Professor Stephen George. All students considering careers in medicine should read the *Amherst College Guide for Premedical Students*, which has extensive information about preparation for health careers and suggestions about scheduling course requirements. The Guide may be found on the College's Website under Career Center.

PSYCHOLOGY

Professors Aries, Demorest, Hart, Olver, and Raskin; Associate Professors Sanderson (Chair), Schulkind* and Turgeon; Assistant Professor Baird; Visiting Assistant Professors Foels and Stein; Visiting Professor Halgin.

*On leave 2007-08.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology. The major is designed to ensure a comprehensive understanding of the content of the discipline and the skills required to work within it. The required introductory courses include Psychology 11, 12 and 22, which must be completed by the end of the junior year. It is strongly advised that these courses be taken on the Amherst campus. Students may place out of Psychology 11 by scoring a 4 or 5 on the Psychology Advanced Placement exam, scoring 5 or better on the Psychology International Baccalaureate exam, or completing an introductory psychology course at another college or university. Students may place out of Psychology 22 by scoring a 4 or 5 on the Statistics Advanced Placement exam or by taking a statistics class in another department (Economics 55, Biology 28, Mathematics 17). It is not possible to place out of Psychology 12. Students who place out of a required course must still take nine courses. Additionally, students must choose one course from at least three of the following groups of intermediate-level courses:

Area 1: Developmental (Psych 27), Adolescence (Psych 32), Aging (Psych 36).
Area 2: Social (Psych 20), Personality (Psych 21), Abnormal (Psych 28).
Area 3: Psychopharmacology (Psych 25), Introduction to Neuroscience (Psych 26).
Area 4: Cognitive (Psych 33), Memory (Psych 34).

All students must also choose one advanced seminar that will have as a prerequisite an intermediate-level course. Advanced seminars may be chosen from the following courses: Self and Social Identity (Psych 41), Environmental Psychology (Psych 46), Clinical Inquiry (Psych 53), Close Relationships (Psych 54), Neurophysiology of Motivation (Psych 56), Hormones and Behavior (Psych 59), Developmental Psychobiology (Psych 60), Psychology and the Law (Psych 63), Music Cognition (Psych 66), Autobiographical Memory (Psych 68).

Starting with the class of '10, majors will be required to complete three broad introductory courses (Psych 11, 12, 22), distribution area courses in three of the four areas listed above (to provide a thorough understanding of fundamental areas within psychology), one laboratory class (to provide experience with research methods and the interpretation of data), one intermediate seminar (to provide close attention to writing as well as experience with oral presentation), and an advanced seminar (to provide in-depth experience with advanced material building on prior coursework). Laboratory classes count towards the distribution area requirement, but intermediate and advanced seminars do not. The three broad introductory classes (Psych 11, 12, and 22), one laboratory class, and one intermediate seminar must be completed by the end of junior year.

Intermediate seminars may be chosen from the following courses: Psychology of Food and Eating Disorders (Psych 17), Sports Psychology (Psych 35), Psychobiography (Psych 38), Sex Role Socialization (Psych 40), Science and Gender (Psych 43), Social Psychology of Race (Psych 44), Health Psychology (Psych 47), History of Psychiatry (Psych 57).

Departmental Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. These three courses count towards the nine classes required for the major. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of a study conducted by the student. Theses that are an in-depth investigation into a field of psychology, yet do not include the collection of data, may also be available. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before preregistration in the second semester of the junior year. Students seeking to do Departmental Honors work must have a College-wide grade average of B+ or above.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry regarding the origins, variability, and change of human behavior. As such, the course focuses on the nature-nurture controversy, the processes associated with cognitive and emotional development, the role of personal characteristics and situational conditions in shaping behavior, and various approaches to psychotherapy.

Limited to 175 students. First semester. Professor Sanderson.

12. Introduction to Biological Psychology. This course will examine how brain function regulates a broad range of mental processes and behaviors. We will discuss how neurons work and how the brain obtains information about the environment (sensory systems), regulates an organism's response to the environment (motor systems), controls basic functions necessary for survival such as eating, drinking, sex, and sleep, and mediates higher cognitive function such as memory and language. We will also consider the consequences of brain malfunction as manifested in various forms of disease and mental illness.

Limited to 75 students. First and second semesters. Professor Baird.

17. Psychology of Food and Eating Disorders. Food shapes our lives in many ways that extend far beyond mere ingestive acts. Through a broad survey of basic and clinical research literature, we will explore how foods and food issues imbue our bodies, minds, and relationships. We will consider biological and psychological perspectives on various aspects of eating such as metabolism, neural mechanisms of hunger and satiety, metabolic disorders, dieting, pica, failure to thrive, starvation, taste preference and aversion, obesity, anxiety and depression relief, food taboos, bulimia, and the anorexias. Strong emphasis will be placed on biological mechanisms and controlled laboratory research with both human and animal subjects.

Requisite: Psychology 11 or 12. Limited to 15 students. First semester. Professor Baird.

20. Social Psychology with Lab. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Topics include person perception, attitude change, interpersonal attraction, conformity, altruism, group dynamics, and prejudice. In addition to substantive issues, the course is designed to introduce students to the appropriate research data analysis procedures. Three class hours and three hours of laboratory per week.

Requisite: Psychology 11. Limited to 50 students. Second semester. Visiting Professor Foels.

21. Personality Psychology. A consideration of theory and methods directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving. These theories will also be applied to case histories to examine their value in personality assessment. Three class hours.

Requisite: Psychology 11. Limited to 40 students. First semester. Professor Demorest.

22. Statistics and Experimental Design. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. Limited to 30 students. First semester: Visiting Professor Foels. Second semester: Visiting Professor Stein.

25. Psychopharmacology. In this course we will examine the ways in which drugs act on the brain to alter behavior. We will review basic principles of brain function and mechanisms of drug action in the brain. We will discuss a variety of legal and illegal recreational drugs as well as the use of psychotherapeutic drugs to treat mental illness. Examples from the primary scientific literature will demonstrate the various methods used to investigate mechanisms of drug action, the biological and behavioral consequences of drug use, and the nature of efforts to prevent or treat drug abuse.

Requisites: Psychology 12 or Psychology/Neuroscience 26, or consent of the instructor. Limited to 40 students. Second semester. Professor Turgeon.

26. Introduction to Neuroscience. (Also Neuroscience 26.) See Neuroscience 26.

Requisite: Psychology 12 or 15 or Biology 18 or 19. Limited to 36 students. Second semester. Professors George and Turgeon.

27. Developmental Psychology. A study of human development across the life span with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11 or 12. Limited to 25 students. First semester. Professor Olver.

28. Abnormal Psychology. A review of various forms of psychopathology including addictive, adjustment, anxiety, childhood, dissociative, impulse control, mood, organic, personality, psychophysiological, schizophrenic, and sexual disorders. Based on a review of contemporary research findings, lectures and discussion will focus on the most relevant approaches for understanding, diagnosing, and treating psychological disorders. The biopsychosocial model will serve as a basis for explaining the etiology of psychological disorders, and discussion will focus on empirically supported interventions for treating these conditions.

Requisite: Psychology 11 or 12, or consent of the instructor. Limited to 40 students. First semester. Professor Halgin of the University of Massachusetts.

32. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. Limited to 25 students. Second semester. Professor Aries.

33. Cognitive Psychology. This course will examine how the mind extracts information from the environment, stores it for later use, and then retrieves it when it becomes useful. Initially, we will discuss how our eyes, ears, and brain turn light and sound into colors, objects, speech, and music. Next, we will look at how memory is organized and how it is used to accomplish a variety of tasks. Several memory models will be proposed and evaluated: Is our brain a large filing cabinet? a sophisticated computer? We will then apply these principles to understand issues like intelligence, thinking, and problem-solving. Throughout the course, we will discuss how damage to various parts of the brain affects our ability to learn and remember.

Requisite: Psychology 11 or 12. Limited to 40 students. First semester. Visiting Professor Stein.

34. Memory. This course will provide a comprehensive overview of the study of memory. We will begin by examining empirical research on memory for different kinds of content: factual information vs. personal events vs. cognitive skills. This research will be used to evaluate several contemporary models of memory. From there, we will examine how memory theories have been applied to understanding "real world" issues such as eyewitness testimony, and the false/recovered memory debate. We will also discuss developmental changes in memory—from infancy to old age. We will supplement our analysis of memory with evidence from the rapidly growing field of cognitive neuroscience.

Requisite: Psychology 11. Limited to 40 students. Second semester. Visiting Professor Stein.

35. Sports Psychology. The field of sports psychology examines psychological variables that impact athletic participation and behavior. This course introduces students to theories and research across diverse areas of psychology, including social, cognitive, developmental, and clinical. Topics will include the role of goals and equity in providing motivation, strategies for successful performance, the use of imagery, attributions for successful versus unsuccessful performance, the predictors of aggression, the causes of the "homefield choke," effective approaches to coaching, the "hot-hand effect," the role of personality, the predictors of injury, and the impact of gender on athletics. This course will involve intensive participation in class discussion and many written assignments.

Requisite: Psychology 11. Limited to 15 students. Second semester. Professor Sanderson.

36. Psychology of Aging. An introduction to the psychology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of disorders of aging such as Alzheimer's disease. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 or 12. Limited to 20 students. First semester. Professor Raskin.

38. Psychobiography: The Study of Lives. Psychobiography aims to apply psychological theory to understand the lives of significant figures. We begin this course with a consideration of what constitutes good and bad psychobiography. We then examine psychological theories that can be fruitfully applied to the study of individual lives, from traditional psychodynamic theories of the whole person (e.g., those of Freud, Adler, Horney) to models focusing on important organizing variables (e.g., motives, interpersonal styles). Next, we evaluate existing psychobiographies of important figures such as Leonardo Da Vinci, Emily Dickinson, and Woodrow Wilson. Finally, each student prepares a psychobiographical term paper on a figure of his or her choice.

Requisite: Psychology 11. Limited to 15 students. Second semester. Professor Demorest.

40. Sex Role Socialization. An examination of the processes throughout life that produce and maintain sex-typed behaviors. The focus is on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 or 12 and consent of the instructor. Limited to 15 students. Second semester. Professor Olver.

41. Self and Social Identity. People identify themselves in various ways, including personal traits (e.g., smart), relationships (e.g., friend), and group membership (e.g., ethnicity). The self, therefore, consists of three main aspects: personal, relational, and social. The self historically has been viewed in Western society in terms of personal aspects only. However, social psychological research increasingly has demonstrated that the other aspects of the self play an important role in interpersonal interactions and psychological well-being. This course examines all three aspects of the self, with an emphasis on more social aspects. The course also examines the role of social identity in intergroup relations, that is, how one's group membership influences beliefs about, and interactions with, other groups.

Requisite: Psychology 20. Limited to 15 students. First semester. Professor Foels.

43. Science and Gender. This course will explore a number of interrelated questions regarding gender and science. We will start by describing gender stereotypes: beliefs about the characteristics, abilities, traits, and behaviors that distinguish women and men. We will then examine the empirical investigations and scientific theories from the fields of biology and psychology that purport to define and explain gender differences. We will consider, for example, gender identity, sexual orientation, cognitive abilities and preferences, parenting, and communication styles. We will draw on scientific literature from the fields of evolutionary psychology, behavioral endocrinology, developmental biology, genetics, and developmental psychology. We will look closely at the nature of the evidence from both human and animal research as well as consider the political and social contexts in which gender differences and similarities are studied. We will conclude by questioning whether the doing of science is itself a gendered activity. This course will pay particular attention to the development of the students' skills in both writing and oral presentation.

Requisite: Psychology 11 or 12. Limited to 30 students. First semester. Professors Olver and Turgeon.

44. The Social Psychology of Race. (Also Black Studies 52.) An interdisciplinary investigation of the social psychology of race in the United States examining the nature and causes of racial stereotypes, prejudice, and discrimination. We will discuss alternatives to more traditional cognitive approaches that regard stereotyping primarily as a bias produced by the limits of individual processing. While grounded in social psychological theory, we will examine the emergence of race as an important social variable resulting from the interplay of various socio-historical forces. Readings will range from scientific journal articles to personal and intellectual accounts by some key figures in race research including G. Allport, W.E.B. Du Bois, N. Lemann, J.H. Stanfield, S. Steele, and C. West.

Requisite: Psychology 11. Limited to 15 students. Second semester. Professor Hart.

46. Environmental Psychology. The field of environmental psychology emerged in response to our society's increasing concern about environmental problems. While it deals with applied problems, the field makes use of theory and research on basic psychological processes to study the relationship between people and their environments. This course introduces students to the methods and findings of the field. In the first half of the course we will examine empirical research on topics such as the effects of environmental qualities (e.g., temperature, light, air pollution) on human functioning; differences in environmental attitudes and activism as a function of various human factors (e.g., culture, personality, gender); and the influence of interventions (e.g., education, reward, punishment) on promoting conservation behavior. In the second half of the course, students will design and conduct their own research projects which focus on one of the topics previously studied.

Requisite: Psychology 22 or consent of the instructor. Limited to 15 students. Open to juniors and seniors. Second semester. Professor Demorest.

47. Health Psychology. An introduction to the theories and methods of psychology as applied to health-related issues. We will consider theories of reasoned action/planned behavior, social cognition, and the health belief model. Topics will include personality and illness, addictive behaviors, psychoneuroimmunology, psychosocial factors predicting health service utilization and adherence to medical regimens, and framing of health-behavior messages and interventions.

Requisite: Psychology 11 or 12. Limited to 15 students. First semester. Professor Sanderson.

52. Cognitive Development. How do infants and young children acquire knowledge about the world? This course will cover key theoretical perspectives and research findings concerning the development of children's thinking from birth through the early school years. We will focus on both the content of children's knowledge across a variety of domains and the abilities that contribute to the acquisition of this knowledge (e.g., mechanisms of change) as well as the interaction between children and their environment. We will examine how infants learn to make sense of the world around them, discover how they think and reason, and explore such topics as the development of memory, language, and social cognition.

Requisite: Psychology 27 or 33. Limited to 15 students. First semester. Visiting Professor Stein.

53. Clinical Inquiry. This course will examine methods used by clinical psychologists to understand the psychology of individual personalities. The first half of the course will focus on the analysis of narrative imagery to decipher the dominant patterns of thinking, feeling, and behaving that reflect the way an individual organizes his/her experience of the world. We will study narratives freely generated (i.e., autobiographical reports) as well as those generated to a standard psychological test (i.e., the Thematic Apperception Test). In the second half of the course, students will each pick a psychological test to study in detail and will lead class meetings devoted to those tests.

Requisite: Psychology 21 or 28. Limited to 15 students. Open to juniors and seniors. First semester. Professor Demorest.

54. Close Relationships. An introduction to the study of close relationships using social-psychological theory and research. Topics will include interpersonal attraction, love and romance, sexuality, relationship development, communication, jealousy, conflict and dissolution, selfishness and altruism, loneliness, and therapeutic interventions. This is an upper-level seminar for the major requirement that requires intensive participation in class discussion and many written assignments.

Requisite: Psychology 20 or 21. Open to juniors and seniors. Admission with consent of the instructor. Limited to 15 students. Second semester. Professor Sanderson.

56. Neurophysiology of Motivation. This course will explore in detail the neurophysiological underpinnings of basic motivational systems such as feeding, fear, and sex. Students will read original articles in the neuroanatomical, neurophysiological, and behavioral scientific literature. Key goals of this course will be to make students conversant with the most recent scientific findings and adept at research design and hypothesis testing.

Requisite Psychology 12 or 26 and consent of the instructor. Limited to 15 students. Second semester. Professor Baird.

57. History of Psychiatry. Though the history of madness is as old as humanity, the field of psychiatry has come of age over the past 300 years. The understanding and treatment of mental illness within the psychiatric profession has drawn upon neurological and medical, as well as psychological and psychodynamic points of view. An emerging field, Neuropsychoanalysis, attempts to integrate the two. This course will survey psychiatry's evolution, with special emphasis on the major contributions that have changed perspectives and directions in psychiatric medicine. We will also review the history of how mentally-ill patients have been housed, from custodial asylums to de-institutionalization and community-based programs, as a reflection of changing attitudes towards mental disease. Seminar. One class meeting per week.

Requisite: Psychology 11 and 12, or consent of the instructor. Limited to 15 students. First semester. Professor Raskin.

59. Hormones and Behavior. This course will analyze how hormones influence the brain and behavior. We will focus on the role gonadal hormones play in animal behaviors such as aggression and sex and consider whether these hormones greatly influence human behaviors. Sexual orientation, maternal behavior, cognitive abilities, the menopause, etc., will be addressed from the point of view of science and from a social, historical and cultural perspective. Students must have a strong science background; knowledge of biology or neuroscience is preferred.

Admission with consent of the instructor. Limited to 15 students. First semester: Professor Turgeon.

60. Developmental Psychobiology. A study of the development of brain and behavior in mammals. The material will cover areas such as the development of neurochemical systems, how the brain recovers from injury, and how early environmental toxins influence brain development. Emphasis will be placed on how aberrations in the central nervous system influence the development of behavior.

Requisite: Psychology 12 or 26 or consent of the instructor. Limited to 15 students. Omitted 2007-08. Professor Raskin.

63. Psychology and the Law. Psychology strives to understand (and predict) human behavior. The law aims to control behavior and punish those who violate laws. At the intersection of these two disciplines are questions such as: Why do people obey the law? What are the most effective means for punishing transgressions so as to encourage compliance with the law? The idea that our legal system is the product of societal values forms the heart of this course. We will repeatedly return to that sentiment as we review social psychological principles, theories, and findings addressing how the principal actors in legal proceedings affect each other. We will survey research on such topics as: criminal versus civil procedure, juror selection criteria, juror decision-making, jury size and decision rule, the death penalty, insanity defense, and eyewitness reliability. To a lesser degree the course will also consider (1) issues that arise from the impact of ideas from clinical psychology and other mental health-related fields upon the legal system, and (2) the impact that the legal system has had upon the field of psychology.

Requisite: Psychology 20 and consent of the instructor. Limited to 15 students. First semester. Professor Hart.

66. Music Cognition. Current theories of cognitive psychology will be evaluated in light of what is known about the effects of musical stimuli on learning, memory, and emotion. The course will begin by examining how musical information is stored and, subsequently, retrieved from memory. Particular attention will be paid to comparing learning and memory of musical and non-musical stimuli. The course will also compare the behavior of trained and untrained musicians to determine how expertise influences cognitive performance. Finally, the course will consider the ability of music to elicit emotional responses and the psychological basis for its use in applied settings.

Requisite: Psychology 33. Limited to 15 students. Omitted 2007-08. Professor Schulkind.

68. Autobiographical Memory. Autobiographical memory encompasses everything we know about our personal past, from information as mundane as our Social Security number to the most inspirational moments of our lives. The course will begin by evaluating several theoretical frameworks that structure the field. We will consider how personal knowledge influences our sense of self and will examine both the contents of autobiographical memory and the contexts in which it functions, including eyewitness testimony, flashbulb memories, and the false/recovered memory controversy. We will discuss individual differences (gender and age) in autobiographical memory and will also examine the neurobiology of long-term memory and the consequences of damage to the system (i.e., dementia and amnesia). Finally, we will explore how social groups retain memories for important cultural events.

Requisite: Psychology 33 or 34. Limited to 15 students. Omitted 2007-08. Professor Schulkind.

77, 78, 78D. Senior Departmental Honors.

Open to senior majors in Psychology who have received departmental approval. First and second semesters.

97, 97H, 98, 98H. Special Topics. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Open to juniors and seniors with consent of the instructor. First and second semesters.

RELIGION

Professors Doran (Chair), Niditch, and Wills†; Assistant Professors A. Dole and Heim; Visiting Assistant Professor Garden; Visiting Lecturers Reeder, Shapiro and Simmons.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program. Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

Majors in Religion are required to take Religion 11, "Introduction to Religion," Religion 64, "Theories of Religion," and six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. Rather, the emphasis will be on students' abilities to use what they have learned in order to think critically about general issues in the field.

Departmental Honors Program. Honors in Religion shall consist of Religion 11, Religion 64, and the thesis courses, Religion 77 and 78D, plus five additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

---

†On leave first semester 2007-08.

11. Introduction to Religion. This course introduces students to the comparative study of religion by focusing on a major theme within two or more religious traditions. Traditions and topics will vary from year to year. In 2007-08, the major traditions will be Christianity and Buddhism and the theme will be religion and society. Through a range of classical and modern sources, we will explore ways in which religious traditions interact with the societies in which their participants are embedded, how the relationship between religion and society is reflected within the self-understanding of participants in religious traditions, and how this relationship can become a point of contention between parties inside and outside religious traditions.

First semester. Professors Doran and Heim.

13. Popular Religion. Religions, ancient or modern, are sometimes described as having two modalities or manifestations: the one institutional, of the establishment, the other, popular. The latter is sometimes branded as superstitious, idolatrous, syncretistic, heretical, or cultish. Yet we have come to realize that "popular" religion is frequently the religion of the majority, and that popular and classical threads tend to intertwine in religions as lived by actual adherents. People often express and experience their religiosity in ways related to but not strictly determined by their traditions' sacred officials, texts, and scholars. In the modern era, mass media have provided additional means of religious expression, communication, and community, raising new questions about popular religion. In this course we will explore examples from ancient and modern times, seeking to redefine our understanding of popular religion by looking at some of the most interesting ways human beings pursue and share religious experience within popular cultural contexts.

Topics for study include: ancient Israelite traditions concerning the dead; early Jewish omen texts; televangelist movements; modern apocalyptic groups such as Heaven's Gate; and recent films, television programs, and role-playing games rich in the occult or the overtly religious.

Omitted 2007-08. Professor Niditch.

15. Religion in Contemporary Fiction. Religion has always been grounded in storytelling. As myth, as folktale, as allegory, as parable, as speculation, the story form allows writer and reader to draw persuasive connections—and distinctions—between internal experience, the social world, the natural world, and a moral or cosmic order. As both religion and culture evolve, story remains fertile ground for setting and contesting their foundations.

This course will examine how a range of contemporary novelists speak to and through religion to engage the deep and incendiary matters of our times: cross-cultural tensions; science and health; sex and gender relations; global and local politics; war and the weapons of war; modernity vs. traditionalism; the fate of the earth; and of course the meaning of life and death. Works to be read address a variety of traditions and perspectives, including Roman Catholicism in America, Islam in Egypt, American Protestant fundamentalism, Buddhism and folk religion in Japan, Hindu traditions, Judaism, the Latter-Day Saints, and American neopagans. Coursework will include scholarly material from the traditions themselves, as well as attention to the uses and constraints of ethnography and personal narrative as literary and religious/devotional genres.

Second semester. Visiting Lecturer Shapiro.

17. The Islamic Religious Tradition. Islam is a religious tradition with 1400 years of history and over one billion adherents today in countries around the globe. This course will aim to equip students with the basic "vocabulary" needed to engage with the diversity of practices, sects, and intellectual currents found among Muslims over the course of this history. It will begin with Islam's scripture and sacred history. The course will then examine the ways in which Muslims have sought to live up to the demands of revelation in their lives by seeking the correct means of interpreting revelation and working out its implications in the fields of law, theology, and mysticism. Emphasis will be on the diversity of approaches Muslims have found to these questions and the means by which they contest the meaning of the tradition. The course will end by looking at Islam in the world today, the various ways in which Muslims view the significance of the religion in their lives, and trends in contemporary Islamic thought worldwide and in the United States.

First semester. Visiting Professor Garden.

19. Religion in the United States. An introduction to the historical development and contemporary reality of religion in the United States. The course will survey three phases of historical development: the Atlantic world phase (origins through the American Revolution); the continental phase (from the Constitution to World War I); and the global phase (from World War I to the present). Attention will be given throughout to the changing shape of religious diversity, various (and often mutually opposed) efforts to reform society or forge consensus around religious ideals, and the intersection of religion and the realities of race. Emphasis will also be placed, especially with regard to the "global phase," on the complex relation of religious movements, ideals, and leaders to the United States' ever-increasing role as a world power.

Omitted 2007-08. Professor Wills.

20. Close Reading: The Classics of Judaism and Christianity. This seminar offers an opportunity for students to engage in the close reading of one or two classic works in the history of Judaism or Christianity. The texts chosen will vary from year to year. In 2007-08 the course will focus on the parables of Jesus. The parables are often seen as the most distinctive feature of Jesus' teaching. We will explore what kind of a literary figure is a parable: is it an extended metaphor, or does it owe something to the *mashal* pronounced by prophets in the Hebrew Scriptures? Can one "get behind" the parable as articulated by each gospel writer to recover an "original" formulation? We will look not only at parables found in the canonical scripture, but also those found in other early Christian writings.

Second semester. Professor Doran.

21. Ancient Israel. This course explores the culture and history of the ancient Israelites through a close examination of the Hebrew Bible in its wider ancient Near Eastern context. A master-work of great complexity revealing many voices and many periods, the Hebrew Bible or Old Testament is a collection of traditional literature of various genres including prose and poetry, law, narrative, ritual texts, sayings, and other forms. We seek to understand the varying ways Israelites understood and defined themselves in relation to their ancestors, their ancient Near Eastern neighbors, and their God.

First semester. Professor Niditch.

22. Christian Scriptures. An analysis of New Testament literature as shaped by the currents and parties of first-century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.

Omitted 2007-08. Professor Doran.

23. Introduction to Buddhist Traditions. (Also Asian 15.) This course is an introduction to the diverse ideals, practices, and traditions of Buddhism from its origins in South Asia to its geographical and historical diffusion throughout Asia and, more recently, into the west. We will explore the Three Jewels—the Buddha, the Dharma, and the Sangha—and how they each provide refuge for those suffering in samsara (the endless cycle of rebirth). We will engage in close readings of the literary and philosophical texts central to Buddhism, as well as recent historical and anthropological studies of Buddhist traditions.

Omitted 2007-08. Professor Heim.

24. Muhammad and the Qur'an. This course will examine Islam's twin scriptures: the Qur'an, seen by Muslims as the literal word of God, and the accounts of sayings and deeds of the Prophet Muhammad known as hadith, which serve as a guide for Muslim thought and practice as well as for the interpretation of the Qur'an. We will begin by reading the Qur'an and exploring its major concepts and themes. We will then turn to hadith, starting with a study first of their emergence and proliferation in the first centuries of Islamic history, and then the efforts of hadith scholars to winnow them down to a smaller body of authentic traditions. After first asking what these texts say to us, we will turn to the more important question of what they have said to Muslims over the centuries by reading works of Qur'anic exegesis and looking at how the Qur'an and hadith are invoked by Muslims in religious discourses.

Second semester. Visiting Professor Garden.

26. Theravada Buddhism. (Also Asian 69.) This course introduces the history and civilization of Theravada Buddhism. The Theravada (the "Doctrine of the Elders") is the dominant form of Buddhism in Sri Lanka, Cambodia, Laos, Thailand, and Myanmar (Burma); in recent decades it has also found a following in other regions in Asia and the west. We will trace the Theravada's origins as one of the earliest sectarian movements in India to its success and prestige as a religious civilization bridging South and Southeast Asia. We will also consider this tradition's encounter with modernity and its various adaptations and responses to challenges in the contemporary world. No previous background in Buddhism is required.

First semester. Professor Heim.

27. Buddhist Ethics. (Also Asian 58.) A systematic exploration of the place of ethics and moral reasoning in Buddhist thought and practice. The scope of the course is wide, with examples drawn from the whole Buddhist world, but emphasis is on the particularity of different Buddhist visions of the ideal human life. Attention is given to the problems of the proper description of Buddhist ethics in a comparative perspective.

Second semester. Professor Heim.

37. The Body in Ancient Judaism. The body is a template; the body encodes; the body is a statement of rebellion or convention, of individual attitude or of identity shared by a group. Dressed in one way or another or undressed, pierced or tattooed, shaggy or smooth, fed one way or another, sexually active or celibate, the body, viewed in parts or as a whole, may serve human beings as consummate and convenient expression of world-view. In this course we will explore ancient Israelite and early Jewish representations of the body juxtaposing ancient materials and modern theoretical and descriptive works. Specific topics include treatment of and attitudes towards the dead, hair customs, views of bodily purity, biblical euphemisms for sex, food prohibitions, circumcision, and God's body.

Second semester. Professor Niditch.

38. Folklore and the Bible. This course is an introduction to the cross-discipline of folklore and an application of that field to the study of Israelite literature. We will explore the ways in which professional students of traditional literatures describe and classify folk material, approach questions of composition and transmission, and deal with complex issues of context, meaning, and message. We will then apply the cross-disciplinary and cross-cultural methodologies of folklore to readings in the Hebrew Scriptures. Selections will include narratives, proverbs, riddles, and ritual and legal texts. Topics of special interest include the relationships between oral and written literatures, the defining of "myth," feminism and folklore, and the ways in which the biblical writers, nineteenth-century collectors such as the Brothers Grimm, and modern popularizers such as Walt Disney recast pieces of lore, in the process helping to shape or misshape us and our culture.

Omitted 2007-08. Professor Niditch.

39. Women in Judaism. (Also Women's and Gender Studies 39.) A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal *(halakic)* and non-legal *(aggadic)* material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and non-fiction concerning the woman in modern Judaism. Employing an inter-disciplinary and cross-cultural approach, we will examine not only the actual roles played by women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

Omitted 2007-08. Professor Niditch.

40. Prophecy, Wisdom, and Apocalyptic. We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and, finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century of the Common Era.

Second semester. Professor Niditch.

41. Reading the Rabbis. We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an interdisciplinary methodology, which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

First semester. Professor Niditch.

43. The Holy Wo/Man in Late Antiquity. The holy wo/man was accorded a special place in late antique society as a link between the human and the divine. Yet what was it about particular humans that drew groups to accord them this special status? Why does standing on a pillar or naked in the open air mark one as holy? In this course we will read lives of pagan, Jewish, and Christian men and women to explore why groups in late antiquity saw in these strange and wonderful rites traces of the divine, and in what way they reflected the values of their groups.

Omitted 2007-08. Professor Doran.

45. History of Christianity—The Early Years. This course deals with issues which arose in the first five centuries of the Christian Church. We will examine first how Christians defined themselves vis-à-vis the Greek intellectual environment, and also Christian separation from and growing intolerance towards Judaism. Secondly, we will investigate Christians' relationship to the Roman state both before and after their privileged position under Constantine and his successors. Thirdly, the factors at play in the debates over the divinity and humanity of Jesus will be examined. Finally, we will look at the rise and function of the holy man in late antique society as well as the relationship of this charismatic figure to the institutional leaders of the Christian Church. Note will be taken that if it is primarily an issue of the holy *man*, what happened to the realization of the claim that "in Christ there is neither male nor female"? What too of the claim that "in Christ there is neither free nor slave"?

Second semester. Professor Doran.

49. Christianity, Philosophy, and History in the Nineteenth Century. The nineteenth century saw developments within Western scholarship that profoundly challenged traditional understandings of Christianity. Immanuel Kant's critical philosophy had thrown the enterprise of theology into doubt by arguing that knowledge of anything outside space and time is impossible. During the same period, the growing awareness of Christianity's history and the emerging historical-critical study of the Bible brought into prominence the variability and contingency of the Christian tradition. Particularly in Germany, Christian intellectuals were to wrestle intensely with the problem of knowledge of God and the authority of tradition during this period. Should Christians adapt their understandings of fundamental points of Christian doctrine to advances in historical scholarship? Did developments within philosophy require the abandonment of reliance on claims about the nature of reality, and of human existence, which had been seen as essential to Christianity? This course will be devoted to tracking these discussions. Some of the authors to be treated are Kant, Schleiermacher, Hegel, Strauss, Kierkegaard, Newman, von Harnack, and Schweitzer.

Omitted 2007-08. Professor Dole.

50. Liberation and Twentieth-Century Christian Thought. In the middle of the nineteenth century Karl Marx characterized religion as "the opium of the people," a tool of the ruling classes to keep the poor in subjection. By the end of the century, in the face of rising unrest related to political and economic developments, Christian thinkers in Europe and the United States found themselves facing the question of the church's role in relation to questions of social and economic justice. Should Christianity be a force for radical social change in a progressive direction, or should Christians instead work for peace and "brotherly love" within existing social structures? This course will track the development of debates on these subjects, discussing the "Social Gospel," Christian pacifism and realism, German Christianity during the Nazi period, liberation theology and its descendants. Some of the authors to be treated are Adolf von Harnack, Kirby Page, Reinhold Niebuhr, Karl Barth, Dietrich Bonhoeffer, Gustavo Gutiérrez, James Cone, and Elizabeth Schüssler-Fiorenza.

Limited to 20 students. Omitted 2007-08. Professor Dole.

51. The Problem of Evil. (Also Philosophy 29.) If God is *omnibenevolent*, then God would not *want* any creature to suffer evil; if God is *omniscient*, then God would *know how* to prevent any evil from occurring; and if God is *omnipotent*, then God would *be able* to prevent any evil from occurring. Does the obvious fact that there is evil in the world, then, give us reason to think that there is no such God? Alternatively: if an omnibenevolent, omniscient, and omnipotent God does exist, then what could possibly motivate such a God to permit the existence of evil? This course will survey recent philosophical discussions of these questions. We will read works by J. L. Mackie, Nelson Pike, John Hick, Alvin Plantinga, Robert and Marilyn Adams, and others.

Limited to 25 students. Omitted 2007-08. Professor Dole.

52. Introduction to Religious Ethics. An inquiry into the nature, method, and purpose of religious ethics through examination of principal Western positions as developed in the Christian tradition. Investigation of the relationship of religion to ethics, the sources of moral authority, the goals that constitute the good life, and the implications of conclusions about each topic for the other two structures the course. Readings, discussion, and papers seek to facilitate appreciation of foundational works in religious ethics and foster skills of moral reasoning. Authors considered include Plato, Augustine, Thomas, Luther, Calvin, Kant, Kierkegaard, Sidgwick, Barth, and Yoder.

First semester. Visiting Lecturer Simmons.

53. Sufism. (Also Asian 56.) Sufism is a discipline in the Islamic religious tradition through which practitioners aim to realize the annihilation of the self and union with God. With this basic definition as its starting point, the first step in this course will be the examination of Sufism within the broader context of Islamic belief and practice. It will examine the scriptural basis of Sufism, the history of its emergence and elaboration, its spiritual exercises, key concepts, and lives and contribution of some of its major figures. It will then return to the basic definition and ask what exactly is meant by annihilation of the self and union with the divine. We will pursue this question by examining some of the theoretical writings of Ibn `Arabi and the poetry of Jalal al-Din Rumi.

First semester. Visiting Professor Garden.

54. Revival and Reform in Islam. Many discussions of the current wave of Islamic "fundamentalism" accept its proponents' claims that the fundaments of the religion can be indisputably identified and restored. However, the long and diverse history of Islamic renewal and revival itself suggests otherwise. Calls for the revival of Islam are as old as the tradition itself, but though these calls have been consistent, understandings of what revival entails have varied significantly over time. In this course we will read the revivalist writings of several Muslim thinkers, examining both the substance of their agenda and the rhetoric they use to make their vision compelling. These primary texts will be supplemented with theoretical readings on tradition and change, as well as historical background reading to put these thinkers in context.

Second semester. Visiting Professor Garden.

56. Women and Islamic Constructions of Gender. (Also Women's and Gender Studies 56.) This course focuses on the lives of contemporary Muslim women, the factors informing constructions of gender in the Islamic world, and the role played by attitudes toward sex and gender in determining women's status in modern Islamic religion and society. We will begin by briefly examining the status and images of women as well as notions of gender in classical Islamic thought, including themes relating to scripture, tradition, law, theology, philosophy and literature. The second section of the course will focus on contemporary Muslim women in a number of different cultural contexts and highlight a variety of significant issues: veiling and seclusion, kinship structures, violence, health, feminist activism, literary expression, etc. We will also discuss notions of masculinity and attitudes toward homosexuality. Throughout the semester we will attempt to place Islamic feminist thought in dialogue with western feminism with the hope of arriving at a better understanding of issues related to gender, ethics and cultural relativism.

Omitted 2007-08.

57. Islamic Ethics. (Also Asian 39.) This course examines classical and modern sources in Islamic ethics to understand the place of moral and ethical thought in Islam. By looking at Islamic scripture, legal and theological writings, as well as literary sources, we will explore a wide scope of topics such as biomedical, reproductive and sexual ethics, as well as attitudes toward war and violence. The overall purpose of the course is to understand diverse Muslim understandings of what it means to live an ideal life, both individually and collectively.

Omitted 2007-08.

58. Religion in the Atlantic World: 1441-1808. (Also Black Studies 28.) An examination of the religious history of the Atlantic world, from the beginning of the Atlantic slave trade to the Anglo-American withdrawal from that trade. Emphasis will be placed on the encounter of African and European religions. How did the religion(s) of Africans and the religion(s) of Europeans differ and how were they alike at the time of their meeting in the Atlantic world? How did they change in response to one another along the west coast of Africa, and in the Caribbean and the Americas? Attention will be given to both West African and Kongo-Angola religious traditions, to both Catholicism and Protestantism, to both elite and popular religious patterns, and to the role of Islam in Africa and the New World. Two class meetings per week.

Second semester. Professor Wills.

63. Suspicion and Religion. This course traces the rise of what has been termed the "hermeneutics of suspicion," particularly in connection with the criticism of religion. The discourse of suspicion arose out of the German Idealist tradition of the philosophy of religion, flourished in the later nineteenth century, and lives on in present-day academic and popular treatments of religion and of the study of religion. In this course we will read both the classical suspicious authors (Hegel, Feuerbach, Marx, Nietzsche, and Freud) as well as their latter-day descendants. In discussion of these two authors our primary concern will be to understand the characteristic structure and the appeal of suspicious treatments of religion; but we will also be interested in the question of what makes religion specifically an attractive target of suspicion.

Omitted 2007-08. Professor Dole.

64. The Nature of Religion: Theories and Methods in Religious Studies. What does religious studies study? How do its investigations proceed? Can a religion only be truly understood from within, by those who share its beliefs and values? Or, on the contrary, is only the person who stands "outside" religion equipped to study and truly understand it? Is there a generic "something" that we can properly call "religion" at all, or is the concept of religion, which emerged from European Enlightenment, inapplicable to other cultural contexts? This course will explore several of the most influential efforts to develop theories of religion and methods for its study. We will consider psychological, sociological, anthropological, and phenomenological theories of religion, along with recent challenges to such theories from thinkers associated with feminist, post-modern and post-colonial perspectives. One class meeting per week.

Second semester. Visiting Lecturer Reeder.

65. Religion in Scientific Perspective. The idea of "scientific explanations of religion" has a long history in the academy, and the fortunes of scientific explorations of religion have been mixed. But the past decade has seen the emergence of new approaches to this project, as a growing body of literature has applied the tools of the cognitive sciences and evolutionary theory to the study of religion. This course will survey the recent literature on the subject, and will bring this material into conversation with "classical" naturalistic theorizing concerning religion. We will read works by David Hume, Stewart Guthrie, Pascal Boyer, Scott Atran, Justin Barrett, Richard Dawkins, Robert Hinde, David Sloan Wilson, and others.

Omitted 2007-08. Professor Dole.

71. Buddhist Literary Cultures. (Also Asian 31.) This course studies Buddhist literature and literary aesthetics from South Asia, China, Tibet, Japan. We will consider several genres including biographies of the Buddha, hagiographies, sutras, epics, folk tales, poetry, short stories, plays, and novels. We will explore how literature may be uniquely empowered to generate and reflect certain sensibilities and to make certain truths known. We will also be focusing on what the texts mean for the people who write, hear, read, and preserve them and how these meanings occur over time. By examining how literary ideals inflect religious, ethical, and political values (and vice versa), we will be attentive to how literary communities and institutions work. Students in the course will experiment with writing and appreciating poetry by participating in a "Haiku Slam."

Second semester. Professors Heim and Zamperini.

77. Senior Departmental Honors. Required of candidates for Honors in Religion. Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to seniors with consent of the instructors. First semester. The Department.

78D. Senior Departmental Honors. Required of candidates for Honors in Religion. A continuation of Religion 77. A double course.

Open to seniors with consent of the instructors. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First and second semesters. The Department.

RELATED COURSES

Indian Civilization. See Anthropology 21.

First semester. Professor Babb.

Religion and Society in the South Asian World. See Anthropology 34 (also Asian Studies 60).

Second semester. Professor Babb.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.

Second semester. Professor Abiodun.

The Reformation Era, 1500-1660. See History 29.

Second semester. Professor Hunt.

RUSSIAN

Professors Ciepiela‡ (Chair, first semester), Peterson, Rabinowitz† (Chair, second semester), and J. Taubman; Senior Lecturer Emerita Schweitzer; Senior Lecturer Babyonyshev; Visiting Assistant Professor Kunichika; Five College Assistant Professor Glebov.

Major Program. The major program in Russian is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one discipline: literature, film, cultural studies, history, or politics. Eight courses are required for the major, including Russian 11 and one course beyond Russian 11 taught in Russian. Courses numbered 04 and above will count for the major. Normally, two courses taken during a semester abroad in Russia may be counted; 14H and 15H together will count as one course. Additionally, all majors must elect either Russian 21 or History 05 or an approved equivalent. Other courses will be chosen in consultation with the advisor from courses in Russian literature, film, culture, history and politics. Students are strongly encouraged to enroll in non-departmental courses in their chosen discipline.

Comprehensives. Students majoring in Russian must formally define a concentration within the major no later than the pre-registration period in the spring of the junior year. By the end of the add/drop period in the fall of the senior year, they will provide a 4- or 5-page draft essay which describes the primary focus of their studies as a Russian major. Throughout this process majors will have the help of their advisors. A final draft of the essay, due at the end of the add/drop period of second semester of the senior year, will be evaluated by a committee of departmental readers in a conference with the student. This, in addition to a one-hour translation exam taken in the fall of the senior year, will satisfy the comprehensive examination in Russian.

Departmental Honors Program. In addition to the above requirements for the major program, the Honors candidate will take Russian 77-78 during the senior year and prepare a thesis on a topic approved by the Department. Students who anticipate writing an Honors essay in Russian history or politics should request permission to work under the direction of Professor Peter Czap (History) or Professor William Taubman (Political Science). All Honors candidates should insure that their College program provides a sufficiently strong background in their chosen discipline.

Study Abroad. Majors are encouraged to spend a semester or a summer studying in Russia. Information about approved programs is available from Department faculty.

01. First-Year Russian I. Introduction to the contemporary Russian language. By presenting the fundamentals of Russian grammar and syntax, the course helps the student make balanced progress towards competence in listening comprehension, speaking, reading, writing, and cultural competence. Five meetings per week, including an additional conversation hour conducted by a native speaker.

First semester. Professor J. Taubman, Senior Lecturer Babyonyshev, and Staff.

---

†On leave first semester 2007-08.
‡On leave second semester 2007-08.

02. First-Year Russian II. Continuation of Russian 01.

Requisite: Russian 01 or equivalent. Second semester. Professor Peterson, Senior Lecturer Babyonyshev and Staff.

03. Second-Year Russian I. This course stresses vocabulary building and continued development of speaking and listening skills. Active command of Russian grammar is steadily increased. Readings from authentic materials in fiction, non-fiction and poetry. Brief composition assignments. Five meetings per week, including a conversation hour and a drill session.

Requisite: Russian 02 or the equivalent. This will ordinarily be the appropriate course placement for students with 2-3 years of high school Russian. First semester. Visiting Professor Kunichika and Senior Lecturer Babyonyshev.

04. Second-Year Russian II. Continuation of Russian 03.

Requisite: Russian 03 or equivalent. Second semester. Professor Rabinowitz and Senior Lecturer Babyonyshev.

11. Third-Year Russian: Studies in Russian Language and Culture I. This course advances skills in reading, speaking, understanding, and writing Russian, with materials from twentieth-century culture. Readings include fiction by Chekhov, Zoshchenko, Olesha, Nabokov, and Kharms, and poetry by Akhmatova, Blok, and Pasternak. Conducted in Russian, with frequent writing assignments and occasional grammar and translation exercises.

Requisite: Russian 04 or equivalent. First-year students with strong high school preparation (usually 4 or more years) may be ready for this course. First semester. Professor Ciepiela and Senior Lecturer Emerita Schweitzer.

12. Third-Year Russian: Studies in Russian Language and Culture II. We will be reading, in the original Russian, works of fiction, poetry and criticism by nineteenth-century authors such as Pushkin, Tolstoy, Gogol, Dostoevsky, Turgenev and Chekhov. Conducted in Russian, with frequent writing and translation assignments.

Requisite: Russian 11 or equivalent. Second semester. Visiting Professor Kunichika and Senior Lecturer Emerita Schweitzer.

14H. Advanced Intermediate Conversation and Composition. A course designed for intermediate-level students who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. We will study and discuss Russian films of various genres. Two hours per week.

Requisite: Russian 11 or consent of the instructor. Second semester. Senior Lecturer Babyonyshev.

15H. Advanced Conversation and Composition. A course designed for advanced students of Russian who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. Major attention will be given to reading, discussion and interpretation of current Russian journalistic literature. This course will cover several basic subjects, including the situation of the Russian media, domestic and international politics, culture, and everyday life in Russia. Two hours per week.

Requisite: Russian 12 or consent of the instructor. First semester. Senior Lecturer Babyonyshev.

COURSES OFFERED IN ENGLISH

17. Strange Russian Writers: Gogol, Dostoevsky, Bulgakov, Nabokov, et al. A course that examines the stories and novels of rebels, deviants, dissidents, loners, and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, include from the nineteenth century: Gogol ("Viy," "Diary of a Madman," "Ivan Shponka and His Aunt," "The Nose," "The Overcoat"); Dostoevsky ("The Double," "A Gentle Creature," "Bobok," "The Dream of a Ridiculous Man"); Tolstoy ("The Kreutzer Sonata," "Father Sergius"), and from the twentieth century: Olesha *(Envy)*; Platonov *(The Foundation Pit)*; Bulgakov *(The Master and Margarita)*; Nabokov *(The Eye, Despair)*; Erofeev *(Moscow Circles)*; Pelevin ("The Yellow Arrow"). Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals, and objects become the center of narrative attention and, in doing so, reflect the writer Tatyana Tolstaya's claim that "Russia is broader and more diverse, stranger and more contradictory than any idea of it. It resists all theories about what makes it tick, confounds all the paths to its possible transformation." All readings in English translation.

Not open to first-year students. Limited to 35 students. Omitted 2007-08.

21. Russian Literature and Society: The Rise of a National Tradition. Literature was the main vehicle for the transmission of national culture and identity in nineteenth-century Russia. In a society limited by repressive censorship and authoritarian rule, the Russian author assumed the role of a "second government." Why and how did Russian writers ascend to this special status? What is uniquely Russian about Russian literature? What gives it power to shape and influence identities? This course studies the emergence of a national literary tradition in Russia as it was fashioned by writers and their reading publics in the first half of the nineteenth century. Among authors to be read are Karamzin, Pushkin, Gogol, Lermontov, Pavlova, Turgenev, Goncharov, and early Dostoevsky and Tolstoy. Literary texts will be placed in their wider social and cultural contexts, Russian as well as European. Topics for discussion include the Russian public sphere, the role of the artist in society, the Russia vs. the West controversy, the myth of St. Petersburg, the superfluous man, the "woman question." All readings in translation, with special assignments for those able to read in Russian.

First semester. Visiting Professor Kunichika.

22. Survey of Russian Literature From Dostoevsky to Nabokov. An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian émigré literature through a reading of representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, and Nabokov. The evaluation of recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth.

Second semester. Professor Rabinowitz.

23. Russian Literature in the Twentieth Century. The Russian intelligentsia expected its writers to be the conscience of the nation, twentieth-century saints, or, as Solzhenitsyn put it, "A second government." Stalin demanded that writers be "engineers of men's souls." Are these two visions all that different? Did the avant-garde's view that art should change the world and the intelligentsia's moralizing tradition open the door for the excesses of Stalinism and Socialist Realism? Has the fall of the Soviet regime liberated Russian writers or deprived them of their most powerful subject? In search of answers, we will study major works of twentieth-century prose, and some poetry, by Zamiatin, Mayakovsky, Akhmatova, Babel, Platonov, Bulgakov *(The Master and Margarita)*, Pasternak, Solzhenitsyn, Sinyavsky, Brodsky, Petrushevskaya, and others. We will pay considerable attention to parallel developments in the visual arts, using materials from the College's Thomas P. Whitney Collection. Conducted in English, all readings in translation (students who read Russian will be given special assignments). Two meetings per week.

Limited to 20 students. Omitted 2007-08.

25. Seminar on One Writer: Vladimir Nabokov. An attentive reading of works spanning Nabokov's entire career, both as a Russian and English (or "Amero-Russian") author, including autobiographical and critical writings, as well as his fiction and poetry. Special attention will be given to Nabokov's lifelong meditation on the elusiveness of experienced time and on writing's role as a supplement to loss and absence. Students will be encouraged to compare Nabokov's many dramatizations of "invented worlds" and to consider them along with other Russian and Western texts, fictional and philosophical, that explore the mind's defenses against exile and separation. All readings in English translation, with special assignments for those able to read Russian. Two meetings per week.

Limited to 20 students. Not open to first-year students. Omitted 2007-08.

27. Fyodor Dostoevsky. Extensive reading in the variety of narrative forms explored by Dostoevsky, from his early semi-autobiographical prison memoir and fictional confessional monologues to the mature dialogic form of his "polyphonic" novels. Special emphasis will be placed on Dostoevsky's probing studies of extremist mentalities, both criminal and saintly, and on his lifelong struggle to create a psychology and philosophy adequate to express the breadth of human nature. Some attention will be given to prominent thinkers impressed by Dostoevsky, including Nietzsche and Bakhtin. The course will culminate with a close reading of *The Brothers Karamazov.* Several brief essays and an independent project that investigates works not assigned or inquires into Dostoevsky's impact on later writers will be required. All readings in English translation, with special assignments for students able to read Russian. Two meetings per week.

Not open to first-year students. First semester. Professor Peterson.

28. Tolstoy. Lev Tolstoy's life and writings encompass self-contradictions equaled in scale only by the immensity of his talent: the aristocrat who renounced his wealth, the former army officer who preached nonresistance to evil, the father of 13 children who advocated total chastity within marriage and, of course, the writer of titanic stature who repudiated all he had previously written, including *War and Peace* and *Anna Karenina*. We will read these two masterworks in depth, along with other fictional and publicistic writings (*Childhood, The Death of Ivan Ilyich, Kreutzer Sonata, What Is Art?*), as we explore both the nature of his artistic achievement and his evolving views on history, the family, war, death, religion, art, and education. Conducted in English, all readings in translation, with special assignments for students who read Russian. Two class meetings per week.

Second semester. Professor J. Taubman.

29. Russian and Soviet Film. Lenin declared "For us, cinema is the most important art," and the young Bolshevik regime threw its support behind a brilliant group of film pioneers (Eisenstein, Vertov, Kuleshov, Pudovkin, Dovzhenko) who worked out the fundamentals of film language. Under Stalin, historical epics and musical comedies, not unlike those produced in 1930s Hollywood, became the favored genres. The innovative Soviet directors of the 1960s and 1970s (Tarkovsky, Parajanov, Abuladze, Muratova) moved away from politics and even narrative toward "film poetry." Post-Soviet Russian cinema has struggled to define a new identity, and may finally be succeeding. This course will introduce the student to the great Russian and Soviet film tradition. Frequent short writing assignments. Conducted in English. Two class meetings and one or two required screenings a week.

Second semester. Visiting Professor Kunichika.

30. Chekhov and His Theater. (Also Theater and Dance 21.) See Theater and Dance 21.

Omitted 2007-08.

ADVANCED LITERARY SEMINARS

43. Advanced Studies in Russian Literature and Culture I. The topic changes every year. This year's theme will be "The Poet and History." We will read the historical writings of Alexander Pushkin in different genres, namely his story "The Captain's Daughter" and his essay "The History of Pugachev during the reign of Catherine the Great." We will then read Marina Tsvetaeva's essay "Pushkin and Pugachev," in which she reflects on how prose genres shape the poet's viewpoint on historical events. If time allows, we will also examine Pushkin's and Tsvetaeva's poems on historical themes. Taught entirely in Russian.

First semester. Senior Lecturer Emerita Schweitzer.

44. Advanced Studies in Russian Literature and Culture II. The topic changes every year. This semester we will read Bulgakov's novel *Master and Margarita*. In this major twentieth-century novel, Bulgakov aims his satiric pen at the excesses of Stalinist Russia in a fantastic and philosophical meditation on the nature of good and evil. Boundless fantasy intertwines with reality, buffoonery with profound seriousness, satire with genuine religious feeling; Muscovites of the 1930s coexist with medieval witches and devils, Soviet bureaucrats with Jesus of Nazareth, Mephistopheles with Pontius Pilate. Two class meetings per week. Taught entirely in Russian.

Second semester. Senior Lecturer Babyonyshev.

77, 78. Senior Departmental Honors. Meetings to be arranged. Open to, and required of, seniors writing a thesis.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

RELATED COURSES

Birth of the Avant-Garde: Modern Poetry and Culture in France and Russia, 1870-1930. See Colloquium 36.

First semester. Professors Katsaros and Ciepiela.

Russia: A History of Late Imperial and Soviet Russia. See History 06.

Second semester. Omitted 2007-08. Professor Czap.

Seminar in Russian History. See History 80.

First semester. Omitted 2007-08. Professor Czap.

Problems of International Politics. See Political Science 75.

Second semester. Professor W. Taubman.

SPANISH

Professors Maraniss‡ and Stavans† (Chair, second semester); Associate Professor Suárez (Chair, first semester); Assistant Professor Brenneis; Senior Lecturer Otaño-Benítez; Lecturers Arbesú, Ferrer-Medina, and Maillo.

The objective of the major is to learn about Hispanic cultures directly through the Spanish language and principally by way of their literature and other artistic expressions.

We study literature and a variety of cultural manifestations from a modern critical perspective, without isolating them from their context. Courses are categorized according to level of difficulty and focus:

A. Language Courses
B. Panoramic Introductions
C. Nation-Specific Studies
D. Courses Specialized by Author and Text
E. Thematic Analyses

To give students a better idea of the development of the Hispanic world throughout the centuries, we expect majors to select courses on the literature and cultures of Spain, Latin America, and Latinos in the U.S. Fluent and correct use of the language is essential to the successful completion of the major. Most courses are taught in Spanish. The Department urges majors to spend a semester or a year studying in a Spanish-speaking country.

Major Program. The Department of Spanish expects its majors to be fluent in Spanish and to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

The following requirements for a major in Spanish (both *rite* and with Departmental Honors) will apply. The major will consist of a minimum of nine courses in the literatures and cultures of Spanish-speaking peoples. All courses offered by the Department above Spanish 03 will count for the major. Five of those courses must be taken from the Spanish offerings at Amherst College. Students are required in their final year to take a Senior Seminar in which they apply the knowledge accumulated through advanced analytical tools. (Spanish 51 and 64 will satisfy this requirement for 2008 graduates. Please see course description.) Courses enrolled abroad or outside the Department will require departmental approval. Students who take language courses are expected to continue on to the culture courses. Once enrolled in a culture course (courses numbered 16 and up) students may not go back to take a language course and receive credit toward the Spanish major. Only one pass/fail course will count toward the major.

Comprehensive Exam. Spanish majors will be required to take a written comprehensive exam to be offered during the month of March of the senior year. The exam is as follows: On the Spanish Department's web page, students will find a list of foundational texts (books, theater, films, music, etc.) organized according to geographical areas: Spain, Latin America, and U.S. Latinos. By October 15 students must notify the Department of their selection of a total of nine texts, three per geographical area. In March senior majors will receive three individualized questions about the texts they have chosen, their significance and interconnections—historical, cultural, and aesthetic. This exam will be taken over a 48-hour period. The questions will be available to them at 9 a.m. on the first day; seniors will be required to return the completed exam at 9 a.m. two days later. Each answer must be written in Spanish, with a length of no more than three typed pages, for a total of nine pages. Tenured and tenure-track professors in the Department will evaluate the exam. Students will be notified whether they passed or failed no later than two weeks after the exam is submitted. If all or parts of the written exam are deemed unacceptable, an oral exam will be scheduled. Students will have one chance to pass this oral exam.

---

†On leave first semester 2007-08.
‡On leave second semester 2007-08.

Departmental Honors Program. In addition to the major program described above, a candidate for Departmental Honors must present a thesis and sustain an oral examination upon completion of the thesis. Candidates will normally elect 78D in the second semester of their senior year.

Combined Majors. Both *rite* and Departmental Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Art and Art History. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the Committee on Academic Standing and Special Majors, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Latin America. Plans for study abroad must be approved in advance by the Department. Guidelines are available.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in courses on Hispanic culture. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 05 or a course of equivalent level at another institution (a score of 4 in the Advanced Placement Examination).

LANGUAGE COURSES (1-14)

01. Elementary Spanish. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Three hours a week in class, plus two hours with a teaching assistant and regular work in the language laboratory.

For students without previous training in Spanish. This course prepares students for Spanish 03. Limited to 15 students. First semester: Lecturer Maillo, Visiting Lecturer Nieto and Assistants. Second semester: Lecturer Maillo and Assistants.

03. Intermediate Spanish. A continuation of Spanish 01. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours a week in class plus one hour with a teaching assistant and regular work in the language laboratory. Prepares students for Spanish 05.

For students with less than three years of secondary school Spanish who score 3 or 4 on the Advanced Placement Examination. Limited to 15 students. First semester: Lecturers Arbesú and Ferrer-Medina, Visiting Lecturer Lozano and Assistants. Second semester: Lecturer Arbesú and Assistants.

05. Language and Literature. An introduction to the critical reading of Hispanic literary texts; an intensive review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and one hour with a teaching assistant. Prepares students for more advanced language and literature courses. This course counts for the major.

Limited to 15 students. First semester: Professor Brenneis, Lecturer Ferrer-Medina, and Assistants. Second semester: Professors Suárez, Lecturer Maillo, and Assistants.

06. Spanish Conversation. This course will develop the student's fluency, pronunciation and oral comprehension in Spanish. We will base our discussion on current issues and on the experience of the Spanish-speaking people of Spain, Latin America, and the United States. We will deal with media information through various sources (newspapers, television, radio, video). The course will meet for three hours per week with the instructor and one hour with a teaching assistant and work at the language laboratory. This course counts for the major.

For students who have completed Spanish 05 or the equivalent in secondary school Spanish (advanced standing or a score of 5 on the Advanced Placement Examination). Limited to 15 students. First and second semesters. Senior Lecturer Otaño-Benítez and Assistants.

07. Advanced Spanish Composition. Rapid review of Spanish grammar, practice in set translation and free composition in various genres. Three hours of classroom work per week. Conducted in Spanish. This course counts for the major.

Recommended for Spanish majors and honor students. For students who have completed Spanish 05 or have a score of 5 on the Advanced Placement Examination. Highly recommended for native speakers looking to improve their grammar and writing skills. Limited to 15 students. First and second semesters. Lecturer Arbesú.

08. Hispanic Civilization and Culture. A survey course that provides an understanding and appreciation of the Spanish-speaking world (Spanish America, Spain and the U.S.) through language, geography, history, economics, sociopolitical issues, folklore, literature and art. The different units in this course are geographically oriented, and they will focus on individual countries or particular Hispanic groups. Writing skills will be refined by the completion of research papers, and communication skills will be developed further by class discussions and oral presentations. Comprehension will be enhanced by presenting students with literary texts, movies, documentaries and periodicals. The course is conducted entirely in Spanish.

Requisite: Spanish 05 or the equivalent in secondary school Spanish (advanced standing or a score of 5 on the advanced placement examination). Limited to 17 students. First and second semesters. Lecturer Maillo.

PANORAMIC INTRODUCTIONS (15-39)

16. Introduction to Spanish Literature. A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 05, or the equivalent in secondary school Spanish (advanced standing or a score of 5 on the Advanced Placement Examination). First semester. Professor Maraniss.

17. Introduction to Latin American Literature. An examination of the major literary contributions of Latin America from the indigenous *Popol Vuh* to the "post-boom" period of the 1980s and beyond. Students will be asked to place these works in the historical, political, and social milieu from which they spring. We will study multiple media (chronicles, travel diaries, short stories, poems, novels, essays, films, and plays) in order to understand the rich heritage of Latin American literature and culture. Conducted in Spanish.

Requisite: Spanish 05 or equivalent. Limited to 25 students. Omitted 2007-08.

18. Introduction to Colonial Culture. An exploration of early colonial times as seen through the works of contemporary Latin American writers, film-makers, and historians of the conquest. Readings will include Alejo Carpentier's *El arpa y la sombra*, Abel Posse's *El largo atardecer del caminante*, Antonio Benítez-Rojo's *El mar de las lentejas*, Christopher Columbus's *Diario*, Bartolomé de las Casas's *Brevísima relación de la destrucción de las Indias*, Alvar Núñez Cabeza de Vaca's *Los naufragios*, Tzvetan Todorov's *The Conquest of America*. Conducted in Spanish.

Requisite: Spanish 05 or equivalent. Omitted 2007-08.

19. The Nation and Its Other. In this course, we will read Latin American texts that capture moments of social transition and political unrest. Through the analysis of stereotypes and their subversion, the class will address how literary representations of ethnic purgings, populist and revolutionary movements, totalitarian regimes, and/or civil war question categories of race, ethnicity, gender, and sexuality, and thereby national identity. The readings for the class may include but are not limited to *Cecilia Valdés* (1839) by Cirilo Villaverde (Cuba), *Martín Fierro (La Ida)* (1872) by José Hernández (Argentina), *Aves sin nido* (1889) by Clorinda Matto de Turner (Perú), *Los de abajo* (1916) by Mariano Azuela (México), *El lugar sin límites* (1967) by José Donoso (Chile), and *La Virgen de los Sicarios* (1994) by Fernando Vallejo (Colombia). Films, short stories, and poems will complement our readings. Conducted in Spanish.

Requisite: Spanish 05 or equivalent. Omitted 2007-08.

20. Introduction to Modern Spanish Literature. Readings from major writers of the Spanish generations of 1898 and 1927: Baroja, Machado, Valle-Inclán, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

Omitted 2007-08.

21. Introduction to Latino Fiction. A close reading of Latino fiction from the late 19th century to the present day. Novels and stories by Julia Alvarez, Junot Díaz, Sandra Cisneros, Cristina García, Edward Rivera, Tomás Rivera, among others, will be studied in their hemispheric context. Conducted in English.

Omitted 2007-08.

25. Introduction to Race and Gender in the Spanish-Speaking Caribbean. Through an analysis of how race and gender is constructed in key texts and in manifestation of popular culture of the 19th and 20th century, this interdisciplinary course brings together the political, social, and literary history of Cuba, Puerto Rico, and the Dominican Republic. Our study of the construction of race and gender will serve as a point of departure for asking ourselves how colonialism, Plantation society, and U.S. intervention impact the construction of a national subject in these countries; how migration and transculturation shape national identity; and in what ways the Spanish-speaking Caribbean can be said to be a part of or apart from the rest of Latin America and the Caribbean. Films will supplement our readings. Conducted in Spanish.

Requisite: Spanish 07 or equivalent. Omitted 2007-08.

26. Latin Music. A critical overview of the role music plays in the Hispanic world, from the colonial period to the present. Geographical areas to be covered include Spain, Latin America, the Caribbean Basin, and the United States. The student will be exposed to vast amounts of instruments and rhythms, their roots and influence, as well as trends, from aboriginal songs to flamenco, border *corrido,* salsa, *bachata,* music of resistance and affirmation, and jazz. Major figures like Pablo Milanés, Carlos Mejía Godoy, Mercedes Sosa, Celia Cruz, Rubén Blades, Tito Puente, and Shakira will be discussed. Conducted in Spanish.

Requisite: Spanish 07 or equivalent. Omitted 2007-08. Professor Stavans.

27. Spanish-American Fiction by Women. This course will study contemporary Spanish American novels and short stories written by women. Special attention will be paid to the importance of female forms of resistance, struggle and bonding against social and economic marginalization. The course will also explore the role of women in a variety of political contexts, ranging from revolution to ideological repression. Texts by Isabel Allende, Gioconda Belli, Rosario Ferré, Angeles Mastreta, Elena Poniatowska, Mayra Santos Febres, Ana Lydia Vega, Zoé Valdés, Luisa Valenzuela, and others. Conducted in Spanish.

Requisite: Spanish 05 or equivalent. Omitted 2007-08. Senior Lecturer Otaño-Benítez.

28. Seventeenth-Century European Theater. Readings of plays by Spanish, English and French playwrights of what has been, in the modern world, the great century of the stage. Works of Lope de Vega, Calderón de l a Barca, Shakespeare, Molière, Racine, Webster and Wycherly. Conducted in English. Students will read plays in the original languages whenever possible.

Omitted 2007-08. Professor Maraniss.

30. The Spanish Inquisition. An exploration of the role that the Holy Office of the Inquisition played in Spain and the Americas persecuting and prosecuting so-called "Judaizers." Using historical documents, testimonies, as well as novels, poems, theater, and movies, the course will place the institution in context, from its inception in 1478 until its demise in 1834. Particular attention will be given to the Jewish victims in autos-da-fe in the Iberian Peninsula before and after the Edict of Expulsion in 1492 and in Mexico and Peru in the colonial period, and to the way the institution shaped Sephardic civilization as a whole over the last 500 years. Concepts like *limpieza de sangre* and *honradez* will be discussed. The testimony of other victims (political dissidents, sexual deviators, etc.) will also be contemplated. Finally, the multiple echoes of the Inquisition on Jewish and Hispanic life today will be analyzed.

Omitted 2007-08. Professor Stavans.

31. Latin-American Cinema. A panoramic view of trends, film-makers, and styles from the 1940s to the present. Countries whose industries will be analyzed include Mexico, Cuba, Brazil, Argentina, and Mexico. The student will be exposed to a large variety of directors, including Luis Buñuel, Emilio 'El Indio' Fernández, Hector Babenco, Eliseo Subiela, and Tomás Gutiérrez Alea, Alfonso Cuarón, and Alejandro González Iñárritu. Conducted in Spanish.

Requisite: Spanish 07 or equivalent. Omitted 2007-08. Professor Stavans.

33. Spanish Film. This course features Luis Buñuel, his early association with the Spanish literary and artistic vanguard (Valle-Inclán, García Lorca, Dalí), his life and his work within surrealism in France, commercialism in Hollywood, exile in Mexico, and later apotheosis as an old master of European cinema. Conducted in English.

Limited to 35 students. First semester. Professor Maraniss.

35. Arts and Human Rights in Latin America. This course will explore the role that the arts (theater, dance, music, poetry, painting) play in shaping community, confirming and/or resisting governments, and saving individual lives. From Samba to Hip Hop, and every genre in between, we will study artistic expression from Argentina, Brazil, Cuba, Haiti, the Dominican Republic, Colombia, and Chile. Conducted in Spanish.

Requisite: Spanish 05 or equivalent. Second semester. Professor Suárez.

36. Representation and Reality in Spanish Cinema. A critical overview of the role filmmakers from varied backgrounds have taken in interpreting similar trends in contemporary Spanish culture and society. By analyzing recent Spanish cinema along with selected fictional and non-fictional texts on current issues in Spain, we will explore such questions as women's roles in contemporary society, immigration and exile, globalization, and experiences of war and violence, among other themes. This course will take a transatlantic approach, examining how these issues are imagined within Spain as well as by filmmakers and writers from the Americas, and study the sociological, cultural and political forces that have inspired such cinematic representations. Conducted in Spanish.

Requisite: Spanish 7 or equivalent. Second semester. Professor Brenneis.

NATION-SPECIFIC STUDIES (40-59)

44. The Spanish Civil War: Art, Politics, and Violence. Seventy years ago, the Spanish Second Republic was engaged in a civil conflict that had become a holy war to the European left and right. This course will examine the effects of the war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Malraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo). Students are encouraged to read texts in the original languages whenever possible. Conducted in English.

Omitted 2007-08. Professor Maraniss.

46. Cuba after 1989: Culture, Film, and Literature. In 1989 the Berlin Wall was chiseled away, changing global culture and politics forever. In Eastern Europe, the rhetoric and divisions necessitated to fuel the cold war were transformed into new discourses of democracy and capitalist opportunities. In contrast, Cuba, remaining an iron-clad communist state, fell into a deep "periódo especial," which ushered in a two-tiered economy greatly dependent on the European tourist industry. The revolutionary dream, many would argue, was then voided. Arguably, "fin-de-siglo" Cuba is a state in crisis. And a new, rich, often hypnotic, production of culture, film, and literature is available to give us a sensational glimpse of the latest of Cuban conditions. In this class we will be reading and screening some of the most outstanding materials from this period. Authors will include Abilio Estévez, Zoe Valdés, Pedro Juan Guttiérez, and Daína Chaviano. Conducted in Spanish.

Requisite: Spanish 7 or equivalent. Limited to 20 students. Omitted 2007-08. Professor Suárez.

51. Themes from the Dominican Republic and Its Diaspora: ***Merengue, Bachata y Ron.*** This course will engage in readings from the nineteenth and twentieth centuries to explore the major political and economic movements that have shaped Dominican identity and incited its massive diasporic communities. Between novels and music, we will discover the complex factors that have forged the Dominican nation and its diaspora. Students will learn about the relationships that have been forged between Dominicans in the U.S. and their homeland, Dominicans and other Caribbean migrants (Cubans, Puerto Ricans, Haitians), and Dominicans as an important minority group within the United States. This class will focus on close readings of texts. Themes covered include violence, dictatorship, state terror, memory, and trauma, legal and illegal migrations. This course will be taught as a Senior Seminar. Conducted in Spanish.

Requisite: Spanish 7 or equivalent. Underclass students will be admitted with consent of the instructor. First semester. Professor Suárez.

52. Barcelona. As a global city with a local identity, Barcelona resides both literally and figuratively at the border between Spain and the rest of the world. This interdisciplinary course will explore the in-between space this vibrant city inhabits at the turn of the 21st century, at once imagined as a tourist's playground in films and popular novels, while also actively guarding its particular Catalan cultural roots. Students will study architectural, literary, cinematic, linguistic and political movements set amid the urban cityscape of Barcelona, focusing on the city's role in the exportation of a unique Spanish and Catalan identity beyond Spain's borders. Course will be taught in Spanish.

Requisite: Spanish 7 or equivalent. First semester. Professor Brenneis.

COURSES SPECIALIZED BY AUTHOR AND TEXT (60-76)

60. Jorge Luis Borges. A comprehensive study of the style, originality and influence of the contemporary Argentine author (1899-1986). His essays, poetry, and fiction will be discussed in the context of Latin American and international literature. Conducted in Spanish.

Open to juniors and seniors or with consent of the instructor. Limited to 20 students. Omitted 2007-08.

61. Rubén Darío and ***Modernismo.*** A detailed survey of the life and career of the Nicaraguan man of letters Rubén Darío (1867-1916), whose oeuvre was fundamental in the shaping of modern Latin American poetry. Students will concentrate on his masterworks: *Azul...*, *Prosas profanas*, and *Cantos de vida y esperanza.* Darío was the consummate leader of the *Modernista* movement, an esthetic revolution that affected every aspect of life in the Hispanic world on both sides of the Atlantic and enabled the emergence of authors like Borges, Neruda, and Federico García Lorca. The tenants of *Modernismo* will be thoroughly analyzed. Conducted in Spanish.

For students who have completed Spanish 05 or equivalent. Limited to 20 students. Omitted 2007-08. Professor Stavans.

62. Pablo Neruda. An exploration of the life and oeuvre of the prolific Chilean poet (1904-1973) and recipient of the Nobel Prize for Literature. His work will be read chronologically, starting with *Twenty Love Poems and a Song Of Despair* and ending with his five posthumous collections. Special attention will be paid to *Residence On Earth* and *Canto General.* The counterpoint of politics and literature will define the classroom discussion. Neruda's role as witness of, and sometimes participant in, the Spanish Civil War, the Cuban Revolution, the workers' and students' upheaval in Latin America in the sixties, and the failed presidency of Salvador Allende in Chile will serve as background. Conducted in Spanish.

Omitted 2007-08. Professor Stavans.

63. ***One Hundred Years of Solitude.*** A detailed study of the novel by Gabriel García Márquez, published in 1967. Although other works written by the Colombian author will also be discussed (stories, essays, reportage, and fragments of other novels), the course will concentrate on the structure, style, motifs, historical and aesthetic context of the masterwork that brought him the Nobel Prize in Literature. Conducted in Spanish.

Requisite: Spanish 07 or equivalent. Omitted 2007-08. Professor Stavans.

64. ***Don Quixote.*** A detailed textual and historical analysis of Cervantes' masterpiece, first published in two installments, the first in 1605, the second in 1615. The course will place the novel in the context of the Renaissance, reflecting on the way it showcases ideas on politics, philosophy, and art. Also, students will contemplate its impact on world literature, from Sterne's *Tristram Shandy* to Dostoievski's *Crime and Punishment*, as well as on the works of Borges, Milan Kundera, and Salman Rushdie, among others. This course satisfies the Senior Seminar requirement for Majors. Conducted in Spanish.

Requisite: Spanish 07 or the equivalent. Underclass students may be admitted with consent of the instructor. Second semester. Professor Stavans.

65. Cervantes. *Don Quixote de la Mancha* and some of Cervantes' "exemplary novels" will be read, along with other Spanish works of the time, which were present at the novel's birth. Conducted in Spanish.

Omitted 2007-08. Professor Maraniss

77, 78D. Senior Departmental Honors. Two single courses.

First and second semesters. The Department.

THEMATIC ANALYSES (80-96)

80. Latino Autobiography. Since the 1960s U.S. Latino writers have used autobiography in order to carve out a new identity that would allow them not only to reclaim their heritage but also to define their relationship to American culture. In this course we will think about definition, distinction, and uses of memoir and autobiography and examine personal writings by Mexican-Americans, Puerto Ricans, Dominicans, Chilean-Americans, and Cuban-Americans in order to better understand how Latino writers find and invent themselves. Particular attention will be given to how Latino writers experiment with this genre in order to address changing constructions of immigration, language, exile, and identity. We will study a wide range of authors and works, including Richard Rodriguez' *Hunger of Memory*, Pat Mora's *House of Houses*, Nicholasa Mohr's *El Bronx Remembered*, Ariel Dorfman's *Heading South: Looking North*, Julia Alvarez' *Something to Declare*, Isabel Allende's *Paula*, and Gustavo Pérez Firmat's *Cincuenta lecciones de exilio y desexilio*. Conducted in English.

Requisite: Reading knowledge of Spanish. Limited to 20 students. Omitted 2007-08. Professor Suárez.

81. Motherhood in the Americas. Motherhood offers a foundational trope of resilience, pioneering, resistance, vision, and hope. This course will examine the numerous roles women play in both the private and public sphere in contemporary culture (1950-present). Through readings of poetry, fiction, essays, autobiography, and viewings of films, students will understand the role of mothers in changing Latina American history. Conducted in Spanish.

Requisite: Spanish 07 or equivalent. Limited to 20 students. First semester. Professor Suárez.

82. The Sounds of Spanglish. A linguistic and cultural study of the Latino population in the United States through its language. The course spans almost 500 years, from 1521 to the present. It starts with the Spanish explorers to Florida and ends with today's rappers and poets. Novels, plays, and film will be used as primary texts. The various modalities of Spanglish, spoken by, among other groups, Nuyoricans, Chicanos, and Cuban-Americans, will be compared. The development of Spanglish as a street jargon will be compared to Yiddish, Ebonics, and other minority tongues. The course will also discuss the rapid changes of Spanish, under strong pressure from English, in the Southern Hemisphere. Works by Dr. Samuel Johnson, Antonio de Nebrija, and Fernando Ortiz will be used. Conducted in English.

Omitted 2007-08. Professor Stavans.

83. *Testimonio*: Stories of Truth and Memory in Latin America. The goal of this class is to analyze the historical and political production and use of *testimonio* literature in Latin America. In the last 20 years *testimonio* literature has been the topic of heated debate ranging from scholars claiming its importance as a political tool presenting the voice and circumstances of marginalized and oppressed peoples to critics deriding it as lies.

We will explore the forms in which literature is testimonial, as well as the ways testimonial exposure has succeeded in, or failed to, enact political change and social awareness. Some of the many questions to be addressed include: What are the distinctions between testimonial literature and legal testimony? Can testimony be equivalent to truth? What role do memory and political agendas play in the production of testimonial literature? What do we expect from testimonial literature? How did the Rigoberta controversy affect the way other testimonial literature is read? Can fiction be testimonial?

Through journal writing, class presentations, film viewing, and debates, we will be able to arrive at our own conclusions. All classes and most readings will be conducted in Spanish.

Requisite: Spanish 07 or equivalent. Underclass students will be admitted with consent of the instructor. Omitted 2007-08. Professor Suárez.

84. Love. (Also European Studies 33.) This panoramic, interdisciplinary course will explore the concept of love as it changes epoch to epoch and culture to culture. Poetry, novels, paintings, sculptures, movies, TV, and music will be featured. Starting with the *Song of Songs*, it will include discussions of Plato, Aristotle, Catullus, and other Greek classics, move on to Dante and Petrarch, contemplate Chinese, Arabic, African, and Mesoamerican literatures, devote a central unit to Shakespeare, continue with the Metaphysical poets, and move on to American literature. Special attention will be paid to the difference between love, eroticism, and pornography. Multilingual students will be encouraged to delve into various linguistic traditions, in tongues like French, Russian, German, Yiddish, and Spanish. Conducted in English.

Second semester. Professor Stavans.

85. Reconstructing History Through Literature. In this course we will explore the literary reconstruction of Latin American history by 20th-century critics, filmmakers, and novelists. Through a transhistorical exploration of contemporary renderings of colonial and 19th-century Latin American texts, events and key figures, we will examine the political and historical contexts behind these rewritings of historical texts. Cristobal Colón's *Diario* (1492) by Abel

Posse's *Los perros del paraíso* (1983); Hernán Cortés *Cartas de relación* (1519-1526) by Laura Esquivel's *Malinche* (2006); Carlos de Sigüenza y Gongora's *Infortunios de Alonso Ramírez* (1690) by Luis Rafael Sánchez's *La guagua aérea* (1994); the life of Simón Bolívar (1783-1830) by Gabriel García Márquez's *El general en su laberinto* (1989); Gertrudis Gómez de Avellaneda's *Sab* by María Elena Cruz Varela's *La hija de Cuba* (2006). Films will complement our readings. Conducted in Spanish.

Requisite: Spanish 07 or equivalent. Omitted 2007-08.

86. Slavery, Race and Empire in Latin America. Studying the debates regarding slavery—both African and Indigenous—conducted during the early stages of Spanish colonial expansion allows us better to understand contemporary race relations in Latin America, the Spanish-speaking Caribbean, and Latino communities in the U.S. With this as a point of departure, we will explore Imperial/colonial discourses regarding the legitimacy of the conquest in the context of the expulsion of the Jews, the fall of the last Moorish stronghold in Spain, the rise of the African slave trade, and the colonization and Christianization of the newly conquered lands. By exploring how chroniclers, essayists, and writers presented multiple perspectives regarding slavery, race and ethnicity based on their differing political agendas, we will trace multiple arguments, in their literary and historical forms, regarding the incorporation of the Amerindian and African slaves into the Empire and, after independence and abolition, the Nation. Authors that address still unresolved racial and ethnic discrimination in Latin America may include Alejo Carpentier (Cuba), Miguel Angel Asturias (Guatemala), Rosario Castellanos (Mexico), Mario Vargas Llosa (Peru), and Ernesto Cardenal (Nicaragua). Conducted in Spanish.

Requisite: Spanish 07 or equivalent. Omitted 2007-08.

87. Transamerican Literary Exchanges. Crossing the disciplinary divide between U.S. American, Latin American, and U.S. Latino literature continues to challenge contemporary scholars. How do Spanish-written texts written and published in the U.S. impact this impasse? Should we consider these texts as a part of the U.S. American canon, Latin American canon, both or neither? What about texts written in English by Latin American authors and published in the U.S.? Do they challenge such terms as immigrant, exile, Latino and Latin American, or do they simply affirm them? By reading these types of works from the 19th-century to the present, we will question how these texts fit into and/or fall outside of current paradigms for exploring the Latino/Latin American experience in the U.S. Works/authors may include but are not limited to *Jicoténcatl* by Félix Varela, essays by Vicente Rocafuerte, José Martí, and Eugenio María Hostos; María Luisa Bombal's *La última niebla/House of Mist*, Tomás Rivera's *Y no se lo trago la tierra*; Rosario Ferré's *El coloquio de las perras*; Manuel Puig's *Eternal Curse on the Reader of These Pages*; Rolando Hinojosa-Smith's *Mi querido Rafa*; Boris Salazar's *La otra selva*; and Uva de Aragón's *Memoria del silencio*. Conducted in Spanish.

Requisite: Spanish 05 or the equivalent. Omitted 2007-08.

89. Postwar Spain and the Novel. Postwar Spanish novelists were often subject to censorship and overt oppression by the Franco dictatorship while they struggled to understand their own history and translate it onto the page. In this course, we will study the historical and cultural background of dictatorship and democratic Spain (1940-present), reading novels and short fiction that reflect the diversity of modern Spanish literature and its authors. In addition, students will read historical accounts and critical/theoretical materials in order to gain a more complete understanding of how scholars approach the era and its reflection in literature, and view films that attempt to grapple with questions of history and narration in postwar Spain. Conducted in Spanish.

Requisite: Spanish 5 or equivalent. Second semester. Professor Brenneis.

97, 97H, 98, 98H. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

Students interested in forming a group course on some aspect of Hispanic life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

TEACHING

Students interested in teaching and education may achieve, during their four years at Amherst, state certification in Massachusetts for positions in secondary schools. Reciprocity agreements between Massachusetts and over 30 other states permit students certified in Massachusetts to qualify for public school positions across the country. Those who wish to obtain certification for public school teaching may—as an alternative to enrolling in a Masters program after graduation—draw upon our liaison with the Psychology and Education Department at Mount Holyoke College to complete the requirements for provisional certification during their undergraduate years. Acceptance into the Mount Holyoke program requires a formal application in the spring of the student's junior year.

Because the requirements for Massachusetts certification involve both coursework and a considerable number of hours engaged in classroom teaching, students interested in the possibility of a public school teaching career should consult with the education advisor in the Career Center and with the faculty advisor to the Program in Secondary School Teaching, Professor Barry O'Connell of the English Department, as early as possible in their time at Amherst. In addition to majoring in the subject area in which they seek certification, students will need the following courses, or their equivalents, in order to participate in the Mount Holyoke program. Many of these can be taken at Amherst; others in any of the Five Colleges. A few must be taken at Mount Holyoke (indicated by an *).

1. Introduction to Psychology
2. Adolescent Psychology
3. Educational Psychology
4. A course in multicultural education (at Amherst English 02 meets this requirement)
5. Differences in Learning (Educ. 234 at Mount Holyoke College, or with approval courses at Smith College or University of Massachusetts)
6. Observing and Assisting in Middle and Secondary Schools (Educ. 332j a January interterm course at Mount Holyoke College or TEAMS at University of Massachusetts among other possibilities)
7. Educ. 330* Process of Learning and Teaching in Middle and Secondary Schools
8. Teaching (Math, English, etc.) In Secondary School, an Amherst College special topics course taken in conjunction with the teaching internship

9. Educ. 331* Teaching Internship. This is a double course at Amherst College, to be taken in the spring semester of the senior year or during a ninth term at Mount Holyoke College.

Passage of the Massachusetts Educator Certification Test, is required of all participants in the Mount Holyoke College Program. Tests are administered four times each year in October, January, April and June. Application forms and test preparation materials are available at the Amherst College Career Center.

THEATER AND DANCE

Professors Dougan and Woodson; Assistant Professor Mukasa; Senior Resident Artist Lobdell (Chair); Playwright-in-Residence Congdon; Five College Lecturers in Dance Cohen, Pengally, and Sylla.

Curriculum. The study of theater and dance is an integrated one. While recognizing historical differences between these arts, the department emphasizes their aesthetic and theoretical similarities.

The basic structure of the curriculum and the organizational pattern of the department's production activities are designed to promote the collaborative and interdependent nature of the theatrical arts. Faculty, staff and major students form the nucleus of the production team and are jointly responsible for the college's Theater and Dance season. Advanced students carry specific production assignments. Students in Core Courses and in Courses in the Arts of Theater and Dance also participate, through laboratory experiences, in the creation and performance of departmental productions.

Major Program. In the election of departmental courses, students may choose to integrate the many aspects of theater and dance or to focus on such specific areas as choreography, playwriting, directing, design, acting, performance art and video. Because advanced courses in theater and dance are best taken in a prescribed sequence, students preparing to major in the department are advised to complete the three Core Courses and one course in the Arts of Theater and Dance by the end of the sophomore year. Two of the three core courses are offered every semester in rotation. Students interested in the possibility of majoring in the Department should consult with the Chair as soon as possible.

Minimum Requirements. The three Core Courses; two courses in the History, Literature and Theory of Theater and Dance (one of which must be 20, Sources of Contemporary Performance); two courses in the Arts of Theater and Dance (For the purpose of fulfilling this requirement, two half-courses in dance technique approved by the Department may replace one course in the Arts of Theater and Dance); one advanced course in the Arts of Theater and Dance; the Major Series: 75H or 76H and 77 or 78. More specific information about courses which fulfill requirements in the above categories can be obtained from the Department office.

The Senior Project. Every Theater and Dance major will undertake a Senior Project. In fulfillment of this requirement, a student may present work as author, director, choreographer, designer, and/or performer in one or more pieces for public performance. Or a student may write a critical, historical, literary or theoretical essay on some aspect of theater and dance. As an alternative, and with the approval of the department, a student may present design portfolio work, a directorial production book or a complete original playscript. In such cases, there will be no public performance requirement. In all cases, the project will represent a synthesis or expansion of the student's education in theater and dance.

Project proposals are developed in the junior year and must be approved by the faculty. That approval will be based on the project's suitability as a comprehensive exercise. Because departmental resources are limited, the opportunity to undertake a production project is not automatic. Approval for production projects will be granted after an evaluation of the practicability of the project seen in the context of the department's other production commitments. Written proposals outlining the process by which the project will be developed and the nature of the product which will result must be submitted to the Department chair by April 1 of the academic year before the project is proposed to take place. The faculty will review, and in some cases request modifications in the proposals, accepting or rejecting them by May 1. Students whose production proposals do not meet departmental criteria will undertake a written project.

Comprehensive Evaluation. Because the Theater and Dance curriculum is sequenced, successful completion of the required courses and of the major series—Production Studio and Senior Project—represents satisfaction of the departmental comprehensive requirement. In addition, majors are required to attend departmental meetings and end-of-the-semester interviews each semester.

Departmental Honors Program. Departmental recommendations for Honors will be based on faculty evaluation of three factors: (1) the quality of the Senior Project, including the documentation and written work which accompanies it; (2) the student's academic record in the department; and (3) all production work undertaken in the department during the student's career at Amherst.

Extra-Curriculum. In both its courses and its production activities, the Department welcomes all students who wish to explore the arts of theater and dance. This includes students who wish to perform or work backstage as an extracurricular activity, students who elect a course or two in the department with a view toward enriching their study of other areas, students who take many courses in the department and also participate regularly in the production program while majoring in another department, as well as students who ultimately decide to major in theater and dance.

Theater and Dance

CORE COURSES IN THEATER AND DANCE

11. The Language of Movement. An introduction to movement as a language and to dance and performance composition. In studio sessions students will explore and expand their individual movement vocabularies by working improvisationally with weight, posture, gesture, patterns, rhythm, space, and relationship of body parts. We will ask what these vocabularies might communicate about emotion, thought, physical structures, cultural/social traditions, and aesthetic preferences. In addition we will observe movement practices in everyday situations and in formal performance events and use these observations as inspiration for individual and group compositions. Two two-hour class/studio meetings and a two-hour production workshop per week. Selected readings and viewing of video and live performance.

Limited to 20 students. First semester. Professor Woodson.

12. Materials of Theater. An introduction to design, directing, and performance conducted in a combined discussion/workshop format. Students will be exposed to visual methods of interpreting a text. Early class discussions focus on a theoretical exploration of theater as an art form and seek to establish a vocabulary for and understanding of basic theatrical conventions, with readings from Aristotle through Robert Wilson. Students will spend the bulk of the semester testing these theories for themselves, ultimately designing their own performances for two plays. Two two-hour classes and two-hour production workshop included in this time.

Limited to 12 students. First and second semesters. Professor Dougan.

13. Action and Character. This course examines what happens on stage (the action) and "how" that action happens (the character) from the points of view of the playwright and the actor. The course assumes that the creative processes of both the actor and the playwright are similar. Therefore, the students will write scenes and at least one short play, which will be rehearsed as homework for presentation in class. Students will be given a series of acting and playwriting exercises to develop craft and to reinforce their understanding of creative processes. Students will be assigned plays and certain critical texts to support their work in writing and acting. Three two-hour class meetings and a two-hour production workshop per week.

Enrollment in each section is limited but early registration does not confer preferential consideration. Twenty students attending the first class will be admitted. Selection will be based upon the instructor's attempt to achieve a suitable balance between first-year students and upperclassmen and between men and women, and to achieve a broad range of levels of acting experience. Notice of those admitted will be posted within 24 hours of the first meeting and a waiting list will be available. First and second semesters. Resident Artist Lobdell.

COURSES IN THE HISTORY, THEORY AND LITERATURE OF THEATER AND DANCE

20. Sources of Contemporary Performance. The status quo says, "We do it the way it's always been done." The artist replies, "I have an idea, let's try it another way." Thus advance theater and dance. Thus evolve opera, happenings and performance art. This course explores several seminal theatrical events and the artists who created them. These innovations changed the course of theater and dance in the 20th century, thereby preparing those who follow to make the new art of the 21st.

After reviewing basic artistic and theoretical assumptions which governed the making of theatrical entertainment at the end of the 19th century, the course will look at playwrights, performers, choreographers, designers, directors and theorists whose ideas opened up new ways of looking at the craft of making those space-time objects we struggle to categorize as plays, dances, operas, performances and events. Particular attention will fall on work that is difficult to correctly place in a single category. Research in primary material such as plays, manifestos, documentary photographs, period criticism, and video transcriptions. Critical papers comparing and contrasting works will be studied. *(Required of all majors)*

Second semester. Professor Emeritus Birtwistle.

21. Chekhov and His Theater. (Also Russian 30.) Anton Chekhov's reputation rests as much on his dramaturgy as on his fiction. His plays, whose staging by the Moscow Art Theater helped revolutionize Russian and world theater, endure in the modern repertoire. In this course, we will study his dramatic *oeuvre* in its cultural and historical context, drawing on the biographical and critical literature on Chekhov, printed and visual materials concerning the late nineteenth-century European theater, and the writings of figures like Constantin Stanislavsky, who developed a new acting method in response to Chekhov's art. We also will examine key moments in the production history of Chekhov's plays in Russian, English, and American theater and film.

Omitted 2007-08. Playwright-in-Residence Congdon and Professor Ciepiela.

24. Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop. This survey of late twentieth-century dance begins in the sixties—a decade of revolt and redefinition in American modern dance when expressions of nonconformity became a key theme for artists of the counterculture who struggled for self-definition in defiance of traditional social values. The socio-political environment of the sixties, particularly the Feminist Movement, provoked new ideas about dance, the dancer's body and a radically changed dance aesthetic; and produced dance works that spoke of freedom, spontaneity, spirituality; experimentation, democratic participation and the liberation of the body. The postmodern perspectives that grew out of debates of the period about the nature of gender, ethnicity, and sexuality in turn yielded theories about the relationship between cultural forms and the construction of identities from a new generation of dancers, whose works emphasized dialogue and self-reflective critique. Presenting dance as an art form and embodied social practice, borrowing from spectacular vernaculars, and blurring the traditional boundaries of the modern and classical, these late-century renegades moved dance (as performance art and prime subject for cultural studies) from the margins to the mainstream.

Omitted 2007-08.

25. Drama and Society. Plays are not written in a vacuum. A playwright is surrounded by historical and social conditions which influence the choices she or he makes. A play may challenge aspects of its society or fulfill its traditions. Plays are also written to be produced. Rarely are they created solely for the purpose of being read. When we undertake the task of bringing living form to the words of a playwright, we confront our own historical and social conditions and the intersection between the play and what makes this play relevant and important to produce today. This course uses a broad survey of dramatic literature to examine the tension between when and how a play was written and what it can say today. Especially it explores how we see ourselves through looking at how we interpret these pieces. We will read works by Beckett, Brecht, Chekov, Euripides, Genet, Hansberry, O'Neill, Pirandello, Rivera, Shakespeare, Sherman, Sophocles, Treadwell and Wilson. We will examine production history, historical context, biographical information and theoretical considerations relating to a number of these plays. Additionally, we will view recent interpretations of some of these works.

Omitted 2007-08. Professor Mukasa.

26. Science Play: Astronomy and Physics on the Stage. (Also Astronomy 15.) See Astronomy 15.

First semester. Professors Mukasa and Teaching Fellow Phillips.

27. The Changing Images of Blacks in Film. (Also Black Studies 18 and English 93.) Images in film reflect our culture. We can learn a great deal about the social dynamics, power struggles, truths and manipulations in American culture by examining the changing images in film over time. Arguably the most important social dynamic in our country's history has been that of race relations, something seen most poignantly in the context of Black and White. By examining the changing images of Blacks in film, we can see that film is not a neutral reflection of "reality" but a way to represent and shape social reality to the advantage or disadvantage of those seeking social control and social liberation. As we survey films from history to our present, we will look at how images tell stories, how they need to be seen in context, and how dramatic structures reflect social constructs. In this class our journey will take us from the disturbing celebration of the Ku Klux Klan in D.W. Griffith's *The Birth of a Nation,* still considered by many to be one of our most important films, to the struggle of Black actors to move past Mammies and coons, from brave early attempts at independent Black filmmaking to the popularity and paradoxes of Blaxploitation; from "Super Sidney Poitier" to our modern era of Black characters reflecting hope and ambiguity. Examining the changing images of Blacks in film provides a fascinating look at the pain and promise of our attempts to use film to define and redefine ourselves as a nation.

Second semester. Professor Mukasa.

28. Contemporary American Drama. Playwriting is vital and alive in America today. Building upon the foundations of American Realism and the American avant-garde, modern American plays explore a wide range of human issues including family and the search for place; sex and sexuality; politics, social power, and personal identity. In addition, there is an important strain of American playwriting that involves modern reinterpretations of ancient Greek classics. Many of the plays of the past 30 years represent what should be seen as a new genre: tragic comedy, where humor and serious dramatic issues are intertwined in a seamless and effective way. Focusing on new plays plus "contemporary classics" from playwrights such as A. Wilson, Shepard, Congdon, Vogel, Kushner, Hwang, Parks, Fornes, Mamet, Dove, Iizuka, and Mee, we examine the stylistic and theoretical antecedents for this work and examine modern American culture through the lens of some if its most articulate theater artists. In this class we explore how to analyze plays dramaturgically, identifying elements in a play that are not immediately visible to an untrained eye but that are essential to taking the play to the stage.

Omitted 2007-08. Professor Mukasa.

COURSES IN THE ARTS OF THEATER AND DANCE

30H. Contemporary Dance Techniques. The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level.

WEST AFRICAN.
First semester. Five College Lecturer Sylla.

MODERN III/IV.
First semester. Visiting Lecturer Nicoli.

MODERN BALLET I/II.
Second semester. Visiting Lecturer Cohen.

MODERN IV/V.
Second semester. Visiting Lecturer Pengally.

31. Playwriting I. A workshop in writing for the stage. The semester will begin with exercises that lead to the making of short plays and, by the end of the term, longer plays—ten minutes and up in length. Writing will be done in and out of class; students' work will be discussed in the workshop and in private conferences. At the end of the term, the student will submit a portfolio of revisions of all the exercises, including the revisions of all plays.

Not open to first-year students. Admission with consent of the instructor. Limited to 15 students. Second semester. Playwright-in-Residence Congdon.

33. From Idea to Performance. A theoretical and practical consideration of the process by which the performance-maker's initial idea is altered, adapted, developed, rehearsed and finally transmitted to the audience through the medium of theatrical productions.

Omitted 2007-08. Professor Woodson.

34. Contemporary Dance Technique and Repertory. This course will include studio sessions in contemporary modern/jazz dance technique at the intermediate level and rehearsal sessions to create original choreography; the completed piece(s) will be presented in concert at the end of the semester. The emphasis in the course will be to increase expressive range, technical skills and performance versatility of the dancer through the practice, creation and performance of technique and choreography. In addition, the course will include required readings, the viewing of dance videos and live performances to give an increased understanding of the historical and contemporary context for the work.

First semester: Visiting Lecturer Nicoli. Second semester: Visiting Lecturer Pengally.

35. Scripts and Scores. This course will provide structures and approaches for creating original choreography, performance pieces and events. An emphasis will be placed on interdisciplinary and experimental approaches to composition, choreography, and performance making. These approaches include working with text and movement, visual systems and environments, music, sound and chance scores to inspire and include in performance. Students will create and perform dance, theater, or performance art pieces for both traditional theater spaces and for found (indoor and outdoor) spaces.

This course is open to dancers and actors as well as interested students from other media and disciplines. Consent of the instructor is required for students with no experience in improvisation or composition. Two two-hour class meetings per week and weekly lab/rehearsal sessions.

Limited to 12 students. Second semester. Professor Woodson.

37. The Actor's Instrument. Technical issues of the body, voice, will, and imagination for the actor; exercises and readings in acting theory. Introduction of techniques to foster physical and emotional concentration, will and imaginative freedom. Exploration of Chekhov psycho-physical work, Hagen object exercises, Spolin and Johnstone improvisation formats, sensory and image work, mask and costume exercises, and neutral dialogues. The complex interweaving of the actor's and the character's intention/action in rehearsal and performance is the constant focus of the class. Three two-hour class meetings per week.

Requisite: Theater and Dance 13. Limited to 16 students. First semester. Resident Artist Lobdell.

38. Acting Technique. Students in this class will rehearse scenes directed by students enrolled in Theater and Dance 45. In addition, students will meet with the instructor weekly for specific exercises based upon problems confronted in rehearsal.

Requisite: Theater and Dance 13. Limited to 20 students. Second semester. Resident Artist Lobdell.

41. Scene Design. The materials, techniques and concepts which underlie the design and creation of the theatrical environment.

Requisite: Theater and Dance 12 or consent of the instructor. Limited to 8 students. Second semester. Professor Dougan.

42. Lighting Design. An introduction to the theory and techniques of theatrical lighting, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in lighting technology. Omitted 2007-08.

43. Costume Design. An introduction to the analytical methods and skills necessary for the creation of costumes for theater and dance with emphasis on the integration of costume with other visual elements.

Requisite: Theater and Dance 12 or consent of the instructor. Limited to 8 students. Lab work in costume construction. Second semester. Professor Dougan.

44. Drawing for the Theater and Film. An intermediate level drawing course that will explore the techniques used and issues involved in visual storytelling. Students will learn to develop their ideas through rough sketches and eventually compose longer sequences in storyboard form. The course will involve figure drawing and perspective drawing, focusing on the relationship of the human figure to its theatrical or cinematic environment.

Suggested requisites: Theater and Dance 12 and Art and Art History 04. Limited to 10 students. Omitted 2007-08. Professor Dougan.

45. Stage Directing. This course focuses on the practice of the artistic, technical and dramaturgical skills required of the director through scene work, exercises, and prepared production statements. It provides a general survey of the job of the director in the professional world and of many of the guiding ideas in both contemporary theater directing and that of the past. Major assignments involve studio presentation of three scenes.

Requisite: Two of the following three courses—Theater and Dance 11, 12 or 13 (or equivalent college-level experience). There is a special emphasis on work with actors. This class works in concert with Theater and Dance 38: Acting Technique. Limited to 8 students. Second semester. Professor Mukasa.

47. Models for Choreography and Performance. In this intermediate studio course students will be introduced to a wide range of choreographic processes and techniques as practiced by different guest artists who approach the art of performance-making from diverse perspectives. Each guest artist will be in residence for three to four weeks and will introduce students to some of the ways that they as artists find and develop material for performance. These various compositional techniques, conceptual frameworks and strategies will serve as models for students in developing their own choreography and performance material. Students will create their own compositions/choreography as a response to these different models and/or incorporate different elements from the various approaches to forge their own aesthetics. These studies will be performed throughout the semester in the studio, on stage and in site-specific locations. Four hours of class instruction plus four hours of lab/rehearsal per week.

Requisite: Previous experience with Composition or consent of the instructor. Limited to 15 students. Omitted 2007-08.

50. Video and Performance. This advanced production class will give students an opportunity to explore various relationships between live performance and video. Experiments will include creating short performance pieces and/or choreography specifically designed for the video medium; creating short pieces that include both live performance and projected video; and creating short experimental video pieces that emphasize a sense of motion in their conceptualization, and realization. Techniques and languages from dance and theater composition will be used to expand and inform approaches to video production and vice-versa. Sessions include studio practice (working with digital cameras and Final Cut Pro digital editing) and regular viewing and critiques. Students will work both independently and in collaborative teams according to interest and expertise.

Requisite: Previous experience in theater, dance, music composition, and/or video production or consent of the instructor. Limited to 10 students. Second semester. Professor Woodson.

STUDIO COURSES

61. Playwriting Studio. A workshop/seminar for writers who want to complete a full-length play or series of plays. Emphasis will be on bringing a script to a level where it is ready for the stage. Although there will be some exercises in class to continue the honing of playwriting skills and the study of plays by established writers as a means of exploring a wide range of dramatic vocabularies, most of the class time will be spent reading and commenting on the plays of the workshop members as these plays progress from the first draft to a finished draft.

Requisite: Theater and Dance 31 or the equivalent. Admission with consent of the instructor. Limited to 10 students. Second semester. Playwright-in-Residence Congdon.

62. Performance Studio. An advanced course in the techniques of creating performance. Each student will create and rehearse a performance piece that develops and incorporates original choreography, text, music, sound and/or video. Experimental and collaborative structures and approaches among and within different media will be stressed. The final performance pieces and events will be presented in the Holden Theater. Can be taken more than once for credit.

Requisite: Theater and Dance 35 or the equivalent and consent of the instructor. First semester. Professor Woodson.

64. Design Studio. An advanced course in the arts of theatrical design. Primary focus is on the communication of design ideas and concepts with other theater artists. Also considered is the process by which developing theatrical ideas and images are realized. Students will undertake specific projects in scenic, costume and/or lighting design and execute them in the context of the Department's production program or in other approved circumstances. Examples of possible assignments include designing workshop productions, and assisting faculty and staff designers with major responsibilities in full-scale production. In all cases, detailed analysis of the text and responsible collaboration will provide the basis of the working method. May be repeated for credit.

Requisite: Theater and Dance 41, 42, or 43 or consent of the instructor. First and second semesters. Professor Dougan.

65. Directing Studio. This is an advanced course in directing that emphasizes creating vital, interesting characters in the context of an active story and an evocative performance world. The approach in this class encompasses a wide range of directorial styles friendly to a spectrum from "straight theater" to "performance." It aims to reinforce the skills that you have and to help you develop and expand these skills more effectively. Students direct three scenes of varying length and do "perception labs," exploring the way theatrical presentation is received by viewers in an audience.

Requisite: Theater and Dance 45. First semester. Professor Mukasa.

66. Rehearsal. An advanced course in acting. The class will focus upon the actor's close analysis of the playwright's script to define specific problems and to set out tactics for their solutions. The interaction of the actor's creative work outside rehearsal and the work within rehearsal will be delineated by assigned exercises.

Requisite: Theater and Dance 13 or consent of the instructor. Limited to 16 students. Omitted 2007-08.

75H. Production Studio. An advanced course in the production of Theater and Dance works. Primary focus will be on the integration of the individual student into a leadership role within the Department's producing structure. Each student will accept a specific responsibility with a departmental production team testing his or her artistic, managerial, critical, and problem-solving skills.

Admission with consent of Professor Dougan. Not open to first-year students. First semester. The Department.

76H. Production Studio. Same description as Theater and Dance 75H.

Second semester. The Department.

77, 78. Senior Departmental Honors. For Honors candidates in Theater and Dance.

Open to seniors. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. Full or half course.

Admission with consent of the instructor. First and second semesters. The Department.

RELATED COURSE

Creating Musical Drama. See Music 18.

Omitted 2007-08.

Five College Dance

Five College Dance Department. In addition to dance courses at Amherst College through the Department of Theater and Dance (Contemporary Techniques, Language of Movement, Scripts and Scores, Performance Studio, Video and Performance, and Issues in Contemporary Dance), students may also elect courses through the Five College Dance Department listed below. The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances, and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques.

Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution. There are also numerous performing opportunities within the Five College Dance Department as well as frequent master classes and residencies offered by visiting artists.

Please note: Five College Dance Course lists (specifying times, locations and new course updates) are available two weeks prior to pre-registration at the Theater and Dance Office in Webster Hall, individual campus dance departments and the Five College Dance Department office located at Hampshire College. The schedule is also online at www.fivecolleges.edu/dance.

The Five College Dance Department Faculty. Professors Coleman, Freedman, Lowell, Nordstrom, Schwartz, Waltner and Woodson; Associate Professors Blum, Brown, C. Flachs and R. Flachs, and Hill; Visiting Assistant Professors Nicoli and Pritchard; Visiting Guest Artists Cohen, Davis, Dennis, Kenney, Mejia, Pengelly, Raff, Sylla, and Vacanti.

STUDIO TECHNIQUE

Participation in technique classes beyond level I is by audition or by consent of the instructor; students may repeat any level for credit. Technique classes are taken for half-credit.

Ballet. Introductory through advanced study of the principles and vocabularies of classical ballet. Class is comprised of three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality, and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

Ballet I.
First semester. To be offered at Mount Holyoke College (Flachs), Smith College two sections (TBA) and University of Massachusetts (Vacanti).

Ballet II.
First semester. To be offered at Smith College (TBA).

Ballet III.
First semester. To be offered at Mount Holyoke College (Flachs), Smith College (Blum) and University of Massachusetts (Vacanti).

Ballet IV.
Second semester. To be offered at Mount Holyoke College (Flachs), Smith College (Blum) and University of Massachusetts (Vacanti).

Ballet V.
First semester. To be offered at Smith College (Blum) and University of Massachusetts (Vacanti).

Ballet VI.
Second semester. To be offered at Mount Holyoke College (Flachs) and Smith College (Blum).

Ballet Partnering.
Second semester. To be offered at University of Massachusetts (Vacanti).

Contact Improvisation.
First semester. To be offered at Smith College (TBA).

Jazz Dance. Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations, and the refinement of performance style.

Jazz Dance I.
First semester. To be offered at Smith College (two sections (TBA) and University of Massachusetts (Brown)

Jazz Dance II.
First semester. To be offered at Smith College (TBA).

Jazz Dance III.
First semester. To be offered at Smith College (TBA) and University of Massachusetts (Brown).

Jazz Dance IV.
Second semester. To be offered at Smith College (TBA) and University of Massachusetts (Brown).

Jazz Dance V.
First semester. To be offered at University of Massachusetts (Brown).

Jazz Dance VI.
Second semester. To be offered at Smith College (Davis) and University of Massachusetts (Davis).

Modern Dance. Introductory through advanced study of modern dance techniques. Central topics include refining kinesthetic perception, development efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

Modern Dance I.
First semester. To be offered at Hampshire College (TBA), Mount Holyoke College (Coleman), Smith College (TBA), and University of Massachusetts (TBA).

Modern Dance II.
First semester. To be offered at Smith College (TBA).

Modern Dance III.
First semester. To be offered at Hampshire College (Pengelly), Mount Holyoke College (Coleman), Smith College (Davis) and University of Massachusetts (Freedman).

Modern Dance III/IV. See Contemporary Dance Technique, Theater and Dance H30.
First semester. To be offered at Amherst College (Nicoli).

Modern Dance IV.
First semester. To be offered at Smith College (TBA).
Second semester. To be offered at Hampshire College (Nicoli), Mount Holyoke College (TBA) and Smith College (TBA)

Modern Dance IV/V. See Contemporary Dance Technique and Repertory, Theater and Dance 34
Second semester. To be offered at Amherst College (Pengelly).

Modern Dance V.
First semester. To be offered at Smith College (TBA), Hampshire College (Nicoli) and University of Massachusetts (TBA).

Repertory.
First semester. To be offered at Amherst College (see Theater and Dance 34) (Nicoli) and Smith College (Davis).
Second semester. To be offered at Amherst College (see Theater and Dance 34) (Pengelly).

West African Dance.
First semester. To be offered at Amherst College (Sylla) and Smith College (Sylla).
Second semester. To be offered at Smith College (Sylla) and University of Massachusetts (Sylla).

THEORY

Theory courses are taken for full credit and generally include three class hours and two to three lab hours.

Analysis of Rhythm I.
First semester. To be offered at University of Massachusetts (Arslanian).
Second semester. To be offered at Mount Holyoke College (Jones).

Composition. Introductory through advanced study of elements of dance composition, including phrasing, space energy, motion, rhythm, musical forms, character development, and personal imagery. Course work emphasized organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and utilizing various devices and approaches, e.g., motif and development, theme and variations, text and spoken language, collage, structured improvisation, and others.

Composition I.
First semester. To be offered at Amherst College (Woodson, see Language of Movement, Theater and Dance 11) and Mount Holyoke College (Coleman).
Second semester. To be offered at University of Massachusetts (Allen).

Composition II.
First semester. To be offered at Smith College (TBA).

Composition III.
First semester. To be offered at Amherst College (Woodson, see Performance Studio, Theater and Dance 62) and Hampshire College (Nicoli).
Second semester. To be offered at Amherst College (Woodson, see Video and Performance, Theater and Dance 50)

Scientific Aspects.
First semester. To be offered at Smith College (Waltner).
Second semester. To be offered at Hampshire College (Pengelly).

History, Criticism, Aesthetics and Research.
First semester. To be offered at Smith College (TBA) and University of Massachusetts (TBA).
Second semester. To be offered at Amherst College (see Theater and Dance 20), Mount Holyoke College (TBA) and Smith College (TBA).

Dance Education.

Second semester. To be offered at Hampshire College (Nicoli) and University of Massachusetts (Dennis).

FIVE COLLEGE DANCE DEPARTMENT MISSION STATEMENT

The educational and artistic mission of the Five College Dance Department is to champion the imaginative, expressive powers of human movement. The curriculum emphasizes in-depth study of a broad spectrum of dance as an art form, including technical creative, historical, cultural and scientific perspectives. Students are encouraged to balance performance and creative studies with comprehensive understanding of the historical and cultural contexts of different dance traditions. They may shape their major studies in either traditional or interdisciplinary ways—reflecting the wide range of career options and new directions of the contemporary field.

WOMEN'S AND GENDER STUDIES

Professors Barale*, Basu, Bumiller, Griffiths*, Hunt (Chair), and Olver; Associate Professor Saxton; Visiting Assistant Professor Ellis.

Women's and Gender Studies is an interdisciplinary and cross-cultural exploration of the creation, meaning, function, and perpetuation of gender in human societies, both past and present. It is also an inquiry specifically into women's material, cultural, and economic productions, their self-descriptions and collective undertakings.

Major Program. Students majoring in Women's and Gender Studies are required to take a minimum of eight courses. Courses required of all majors include Women's and Gender Studies 11 and 24, and one course in cross-cultural and/or diasporic studies. Students should consult with their advisors to determine which courses fulfill this requirement. The remaining electives may be chosen from Women's and Gender Studies offerings or may be selected, in consultation with a student's advisor, from courses given in other departments (see list of related courses). Other Amherst or Five College courses that address issues of women and/or gender as part of their concern may be counted toward the major only if approved by the Women's and Gender Studies department. All senior majors will satisfy the comprehensive exam by reading a common text to be announced in the fall and writing an essay to be read by the department and discussed in a colloquium of Women's and Gender Studies seniors and faculty in the spring term.

Department Honors Program. In addition to the courses required for the major, students accepted as honors candidates will elect either Women's and Gender Studies 77D and 78 or 77 and 78D, depending on which option better accommodates the disciplines involved in the thesis project.

05. The Dao of Sex: Sexuality in China, Past and Present. (Also Asian 28.) See Asian 28.

Limited to 25 students. First semester. Professor Zamperini.

---

*On leave 2007-08.

06. Women in Art in Early Modern Europe. (Also Art and Art History 84.) See Art and Art History 84.

Limited to 15 students. Second semester. Professor Courtright.

10. Witches, Vampires and Other Monsters. (Also Art and Art History 85.) See Art and Art History 85.

Limited to 25 students. First semester. Professor Staller.

11. The Cross-Cultural Construction of Gender. This course introduces students to the issues involved in the social and historical construction of gender and gender roles from a cross-cultural and interdisciplinary perspective. Topics will include women and social change; male and female sexualities including homosexualities; the uses and limits of biology in explaining human gender differences; women's participation in production and reproduction; the relationship among gender, race and class as intertwining oppressions; women, men and globalization; and gender and warfare.

First semester. Professors Bumiller and Saxton.

13. Fashion Matters: Clothes, Bodies and Consumption in East Asia. (Also Asian 29.) See Asian 29.

Limited to 25 students. Second semester. Professor Zamperini.

20. Topics in the History of Sex, Gender, and the Family. (Also History 74.) See History 74.

Limited to 20 students. Second semester. Professor Hunt.

24. Gender Labor. In this course we will explore the intimate relations of gender and labor: both the necessary labor of genders' production as well as the gendered organization of labor itself. In general the course will use gender to focus on contemporary concerns in the American workplace—class, ethnicity, sexuality, and race—but will also make critical comparisons with developments in other nations. The biological labor of reproduction and its intersection with the labor of production will necessarily be a constant concern in our discussions. We shall have to become familiar with certain terms: glass ceiling, glass escalator, mommy-track, affirmative action, child care, sexual harassment, welfare to workfare. We certainly might want to ask what constitutes work? But we also might need to wonder if work is done for love, is it still work?

Second semester. Professor Olver and Visiting Professor Ellis.

28. Reading Popular Culture. (Also English 13.) See English 13.

Limited to 20 students. Omitted 2007-08. Professor Parham.

32. Human Rights Activism. (Also Political Science 24.) This course is intended to give students a sense of the challenges and satisfactions involved in the practice of human rights work as well as a critical sense of how the discourses calling it forth developed and continue to evolve. We intend to provide specific historical and cultural context to selected areas in which human rights abuses of women and men have occurred, and to explore how differing traditions facilitate and inhibit activism within these areas. The semester will begin by exploring the historical growth of human rights discourse in Europe and the United States, culminating in the emergence of the post-World War II Universal Declaration. We will then turn to the proliferation of these discourses since the 1970s, including the growing importance of non-governmental organizations, many of them internationally based, the use of human rights discourse by a wide range of groups, and expanding meanings of human rights including new conceptions of women's human rights. The third part of the course will explore criticisms of human rights discourses, particularly the charge that for all their claims to universalism, these discourses reflect the values of European Enlightenment traditions which are inimical to conceptions of rights and justice that are grounded in culture and religion. Throughout the course, rights' workers will discuss their own experiences, abroad and in the U.S., and reflect on the relationship between their work and formal human rights discourse.

Second semester. Professors Basu and Saxton.

39. Women in Judaism. (Also Religion 39.) See Religion 39.

Omitted 2007-08. Professor Niditch.

44. Global Women's Activism. (Also Political Science 63.) Globally as well as locally, women are claiming a new voice in civil society by spearheading both egalitarian movements for social change and reactionary movements which would restore them to putatively traditional roles. They are prominent in local level community-based struggles but also in women's movements, perhaps the most international movements in the world today. This course will explore the varied expressions of women's activism at the grass roots, national and transnational levels. How is it influenced by the intervention of the state and international agencies? How is it affected by globalization? Among the issues and movements which we will address are struggles to redefine women's rights as human rights, women's activism in religious nationalism, the international gay-lesbian movement, welfare rights activism, responses to state regulation, and campaigns around domestic violence. Our understanding of women's activism is informed by a richly comparative perspective and attention to cases from diverse regions of the world.

Omitted 2007-08. Professor Basu.

53. Representing Domestic Violence. (Also Political Science 53.) This course is concerned with literary, political and legal representations of domestic violence and the relations between them. We question how domestic violence challenges the normative cultural definitions of home as safe or love as enabling. This course will consider how these representations of domestic violence disrupt the boundaries between private and public, love and cruelty, victim and oppressor. In order to better understand the gaps and links between representation and experience, theory and praxis, students as part of the work for this course will hold internships (three hours per week) at a variety of area agencies and organizations that respond to situations of domestic violence.

Limited to 25 students. Omitted 2007-08. Professors Bumiller and Sánchez-Eppler.

56. Women and Islamic Constructions of Gender. (Also Religion 56.) See Religion 56.

Omitted 2007-08.

61. Women and Politics in Africa. (Also Political Science 29 and Black Studies 25.) See Political Science 29.

Second semester. Five College Professor Newbury.

62. Women in the Middle East. (Also History 62 and Asian 63.) See History 62.

First semester. Professor Ringer.

63. Women's History, America: 1607-1865. (Also History 45.) See History 45.

Omitted 2007-08. Professor Saxton.

64. Women's History, America: 1865 to Present. (Also History 46.) See History 46.
Second semester. Professor Saxton.

67. Women and Politics in Twentieth-Century America. (Also History 47.) See History 47.
Limited to 25 students. Omitted 2007-08. Professor Saxton.

68. Globalization, Social Movements and Human Rights. (Also Political Science 86.) See Political Science 86.
Omitted 2007-08. Professor Basu.

77, 77D, 78, 78D. Senior Departmental Honors. Open to senior majors in Women's and Gender Studies who have received departmental approval.
First and second semesters.

85. States of Poverty. (Also Political Science 85.) See Political Science 85.
Limited to 20 students. Second semester. Professor Bumiller.

97, 98. Special Topics. Independent Reading Courses.
First and second semesters.

RELATED COURSES

The Evolution of Human Nature. See Biology 14.
Second semester. Professor Zimmerman.

Sex Role Socialization. See Psychology 40.
Limited to 15 students. Second semester. Professor Olver.

Sociology of Family. See Sociology 21.
Limited to 20 students. Second semester. Visiting Lecturer Souza.

FIVE COLLEGE FACULTY COURSE OFFERINGS

Below are listed courses taught by faculty holding Five College joint appointments. But these courses are only a few of those available through the Five College Student Interchange. (Through the Interchange, students at any one of the five campuses may register for any course offered at the others, provided they follow policies in place at their own campuses, receive approval from their home campus advisor, meet any course requisites, and determine that space is available.) For more complete course information, consult the online course catalog at http://www.fivecolleges.edu/sites/courses/.

FIVE COLLEGE SUPERVISED INDEPENDENT LANGUAGE PROGRAM, Five College Center for the Study of World Languages, University of Massachusetts (under the Five College Program). Elementary-level courses are currently offered in the following languages: Bulgarian, Czech, Dari, Modern Greek, Hungarian, Indonesian, Norwegian, Persian, Romanian, Serbo-Croatian, Slovak, Thai, Turkish, Turkmen, Twi, Urdu, Yoruba, Vietnamese, and Wolof. For further information, including information on registration, consult the website (http://www.umass.edu/fclang).

FIVE COLLEGE MENTORED LANGUAGE PROGRAM, Five College Center for the Study of World Languages, University of Massachusetts (under the

Five College Program). Elementary, intermediate and advanced courses are currently offered in the following languages: Modern Standard Arabic, colloquial Arabic (dialects are offered in rotation), Hindi, and Swahili. For further information, including information on registration and prerequisites, consult the website (http://www.umass.edu/fclang).

African Studies

CATHARINE NEWBURY, Professor of Government (at Smith College in the Five College Program).

SS 227. Women and Politics in Africa. This course explores the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women; the nature of urban/rural distinctions; and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists. MW 1-2:20 p.m.
First semester. Hampshire College.

Government 321. Seminar in Comparative Government: The Rwanda Genocide in Comparative Perspective. In 1994 Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and the Democratic Republic of the Congo. T 1-2:50 p.m.
Second semester. Smith College.

Political Science 29. Women and Politics in Africa. See Political Science 29.
Second semester. Amherst College.

American Studies

KAREN CARDOZO, Visiting Assistant Professor of American Studies (at Amherst College in the Five College Program).

American Studies 25. Introduction to Asian/Pacific/American Studies. See American Studies 25.
First semester. Amherst College.

American Studies 301f. Comparative Orientalisms: Afro/Arab/Asian Connections. Black Islam? Yellow Panthers? Brown Hip-Hop? This interdisciplinary course de-centers the White/Black dichotomy to engage in a comparative examination of "minority" experience and the complexities of what Vijay Prashad has called "polyculturalism." Through attention to various forms of expression (including art, literature, film, theater and music), we will explore the conflicted, creative and resistant responses of ethnic subjects to their positions

within the U.S. racial formation and globally. Although originally referencing the study of the Middle East, Edward Said's seminal concept of Orientalism (as a system of "knowledge" production that renders "Eastern" cultures homogenous and static) will enable us to theoretically link the diverse histories of people of African, Middle Eastern, and Asian descent in the Americas. Feminist critiques will help us analyze the gendered nature of Orientalist discourses, while our study of Occidentalism will enable us to consider the "Oriental" response to the West. We will further interrogate how Orientalist discourses may be internalized and/or deployed by the ethnic communities impacted by such stereotypes. Throughout, we will examine the social forces that foster a politics of "divide and conquer" while uncovering historic and contemporary panethnic alliances and alternative visions of social organization. M 1-4 p.m.
First semester. Mount Holyoke College.

American Studies 30. Screening Asian Americans. See American Studies 30.
Second semester. Amherst College.

English 491UU. Comparative Orientalisms: Afro/Arab/Asian Connections. Same description as American Studies 301f.
Second semester. University of Massachusetts.

Arabic

MOHAMMED MOSSA JIYAD, Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program).

Asian 130f. Elementary Arabic I. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing. (4 credits) MWF 1-2:15 p.m.
First semester. Mount Holyoke College.

Asian 232f. Intermediate Arabic I. This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. (4 credits) MWF 2:30-3-45 p.m.
First semester. Mount Holyoke College.

Asian 295. Independent Study in Arabic. Designed for students who would like to continue their study for advanced level, those who come back from the Middle East, and those who have Arabic as a minor or designed major. It involves extensive reading, writing and translation assignments. Students read original texts, get media based materials from various sites, and listen to audio live reporting from various TV sites on the web; mainly from BBC, alJazeera, alArabiyya and CNN. This is a demanding course recommended for those who have chosen Arabic to be part of their future career. (2-4 credits)
First semester. Mount Holyoke College.

Asian 131s. Elementary Arabic II. Continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also, they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and statements) will contain formulaic

greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses. (4 credits)
Second semester. Mount Holyoke College.

Arabic 233s. Intermediate Arabic II. This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. (4 credits)
Second semester. Mount Holyoke College.

Asian 320s. Arab Women Novelists' Works. The objective of the seminar is to give a well-rounded picture of the problems still confronting women in the Arab world and of the efforts being made by them to achieve a fuller and more equal participation in all aspect of life. Furthermore, the seminar attempts to identify the significant patterns of change in the status of women in the novels of the foremost feminist reformists who, from the turn of the century, have been clamoring for the betterment of condition for women within their societies. Through these novels students can clearly identify discernible trends that have already been put in motion and are in the process of creating new roles for women and men in a new society.
Second semester. Mount Holyoke College.

Architectural Studies

THOM LONG, Assistant Professor of Architectural Studies (at Hampshire College in the Five College Program).

HACU 307. Concentration Seminar in Studio Architecture and Design. Open to second year Division II and Division III students, completing or anticipating thesis studio projects in architecture and design, this course will enable students to develop their projects in an individual and collaborative studio setting. Students will work to develop their individual projects while learning new design and representational skills to gain both additional insights and hone additional tools for their particular exploration. This course will include group and individualized guidance for project development and completion. Students will address multiple facets and techniques for addressing a wide range of issues from the theoretical to the actual, incorporating new means, methods and applications learned throughout the course. Several group readings and studio exercises will be assigned, in addition to individualized readings and guidance. Students must have an individual project ready or in progress at the start of the term. TTH 10:30-11:50 a.m.
First semester. Hampshire College.

Art 205. Topics in Architecture (Architectural Design Studio). This studio architecture course will be a design investigation of a particular theme in, or approach to, architecture and the built environment (details to be determined). In this course, students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation) to inter-disciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form and space. Our goal is to apply creative techniques in art and sculpture to the creation of public architectural spaces.

Requisite: Drawing I. One semester of design or sculpture is recommended. Lab fee. Enrollment will be determined after the first class meeting. TTH 1-3:50 p.m.

First semester. Mount Holyoke College.

HACU 205. Topics in Architecture. Same description as Art 205. Lab fee. TTH 10:30-11:50 a.m.

Recommended requisite: One semester of design. Enrollment will be determined after the first class meeting. Second semester. Hampshire College.

A second-semester course will be taught at Amherst College.

Art and Technology

JOHN SLEPIAN, Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program).

IA 241. Digital Art: Multimedia, Malleability and Interactivity. Proceeding from the premise that the ideas behind a successful artwork should be intimately related to its materials, this course will investigate three of the most significant characteristics of digital media. We will work with a wide variety of tools that allow for the creation and manipulation of various media, including bitmap and vector images, 2D animation, and sound. Students will create a series of conceptually based digital artworks, culminating in an interactive multimedia final project. Readings will include essays by diverse authors such as Richard Wagner, Walter Benjamin, Norbert Weiner and Nam June Paik. TTH 9-10:20 a.m.

First semester. Hampshire College.

ARS 263. Intermediate Digital Media. This course will build working knowledge of multimedia digital artwork through experience with multimedia authoring, web development, sound and animation software.

Requisite: ARS 162. First semester. Smith College.

IA 388. Art/Nature/Technology. The discourses of art, nature and technology have been intertwined for centuries, but as technology becomes more sophisticated, it is possible for artworks to go beyond just representing nature, and to begin to simulate it or engage it directly. This course will explore the ways that art can employ both the ideas and tools encountered in areas of research like artificial life, the simulation of complex systems, remote environmental sensing, biomimicry, and green technology.

Students will complete a series of conceptually based art projects culminating in a final project of their own devising. Projects will be contextualized by looking at the work of artists working with nature, from the earth art of the 1960s to contemporary work such as Ken Goldberg's "Telegarden." There will be series of readings on topics like the social construction of nature.

Second semester. Hampshire College.

ARS 361. Interactive Digital Multimedia. This art studio course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production)—developed in the context of interactive multimedia production for performance, installation, CD-ROM or Internet.

Critical examination and discussion of contemporary examples of new media art will augment this studio course.

Requisites: ARS 162 and consent of the instructor. Limited to 14 students. Second semester. Smith College.

Asian/Pacific/American Studies

RICHARD CHU, Assistant Professor of History (at the University of Massachusetts in the Five College Program), will be on leave in fall 2007.

History 253. Asian-Pacific American History: 1850 to Present. This course is an introductory survey course in the history of Asian-Pacific-Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent.

The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic, and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asia-Pacific region.

Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, globalization, and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

Second semester. University of Massachusetts.

SS 224. Pacific Empires of the 19th and 20th Centuries and the A/P/A Communities: The Race to World Dominance and the Domination of Race. What is "empire" in the modern sense of the word? How can the study of Pacific empires in the 19th and 20th centuries and of the history of Asian-Pacific Americans help us understand this concept better?

The presence of a growing and significant Asian-Pacific-Islander-American community in the United States in the last 150 years is a product of various historical forces, but courses and studies about them often place their histories strictly or solely within the boundaries of "American" studies.

This course will bring our study of Asian-Pacific Americans outside of the U.S. and link their lives to the wider political and socio-economic contexts in the Asia-Pacific region, at a time when European, American, and Asian (Chinese and Japanese) competed for world dominance, and up to the present.

This course will therefore focus on the Chinese, Japanese, French, American, and British empires in the Asia-Pacific region, particularly during the 19th and 20th centuries, and will include a general overview of the countries and A/P/A communities impacted by their imperial projects. The approach will be both chronological and thematic. Thus, we will start with the Chinese empire, linking it to the stream of Chinese migrants rushing to the "Gold Mountain" (i.e., California) in search of gold during the 1850s, and end with the U.S. empire, relating it to the influx of Southeast Asian (Vietnamese, Hmong, Cambodians) immigrants in the 1970s and 1980s. Thereafter, certain historical events that also have direct bearing on the A/P/A community but not exclusively related to one empire will be included, such as World War II and the rise of nation-states in Asia.

Themes to be discussed include imperialism, racism, gender, colonialism, neocolonialism, globalization, nationalism, transnationalism, and migration.

Note: The class will be conducted seminar style, with two papers, a midterm and a final. Main textbook to be used will be Kurashige and Murray (2003).

Second semester. Hampshire College.

Dance

CONSTANCE VALIS HILL, Associate Professor of Dance (at Hampshire College in the Five College Program) will be on leave in 2007-08.

English

JANE DEGENHARDT, Assistant Professor of English (at the University of Massachusetts in the Five College Program) will be on leave in 2007-08.

Film/Video

BABA HILLMAN, Assistant Professor of Video/Film Production (at Hampshire College in the Five College Program).

HACU 332. Writing for Film, Video and Interdisciplinary Media. This is an advanced production/theory class open to video, film and interdisciplinary media concentrators who are in the process of writing and developing their Division III or advanced Division II projects in film, video or performance/installation. Students may be working in narrative, documentary or in hybrid, poetic or essayistic forms that do not follow traditional screenwriting paradigms. The course concentrates on the development of students' writing, cinematography and directing as well as the development of individual strategies of editing text to image, using a set of central questions and assignments as a guide. Assignments include a range of exercises that focus on multiple approaches to writing visual text, dialogue, and narration for film and video. We will consider the films and writing of Su Friedrich, Guy Maddin, William Greaves, Chris Marker, Wong Kar Wai, and Assia Djebar as well as the writing and installation work of Mona Hatoum, Anri Sala and Marina Abramovic. Students will develop, by the end of the fall semester, an advanced first version of their scripts and edited videos and films. The course will also include advanced post-production workshops in Final Cut Pro. M 1-3:50 p.m., screening M 7-9 p.m.

Admission with consent of the instructor. First semester. Hampshire College.

Comm 393b. Intermediate Video: Documentary Practice. An intermediate course in the theory and practice of documentary video and film. Students will acquire practical and critical skills through analyzing the development of theoretical discourses that frame past and current issues surrounding the production and interpretation of documentary films. Students will complete several collaborative and individual video production assignments. T 1-3:45 p.m., screening M 7-9 p.m.

Requisite: An introductory level video production course. Admission with consent of the instructor. Contact bhillman@hampshire.edu to request an application. First semester. University of Massachusetts.

HACU 292. Feminist Philosophy and Performance-Based Media. This is an advanced production/theory class for philosophy and film/video students. Through readings, screenings, and discussion we will question the visual and performative epistemologies of a range of filmmakers in the context of feminist philosophical writings by among others, Kristeva, Irigaray, Spivak, Braidotti, Butler, Lugones, and Ahmed. We will consider the works of Mona Hatoum, Ximena Cuevas, Florence Ayisi, Kim Longinotto, Nagisa Oshima and Marguerite Duras among others, and examine the diverse performative strategies these video and filmmakers use to confront questions of gender, race, class, sexuality and transnationality. We will examine how these films cut across performative codes in moves that question the act and meaning of performance in relation to media; how they reflect the artists' drive to create visual and physical languages that embody the questions and ideas that inspire them; and how these films speak with and/or against the feminisms envisaged in the philosophical literature.

Students will be expected to complete a paper, two short collaborative videos and one longer performance-based project on film or video.

Requisite: Video I, Film I, or another 100- or 200-level production/theory class and a 100- or 200-level class in philosophy, feminist theory, or postcolonial theory. Admission with consent of the instructor. Second semester. Hampshire College.

FLS 280. Introduction to Media Practice and Theory. Students will gain skills in production and criticism through video production assignments and analysis of theoretical discourses that ground issues of production. The course will include the study of cinematography, the use of sound in film and video, sound recording, digital sound editing, processing and mixing, the study and practice of editing theory, aesthetics and techniques including an exploration of structure and formats in experimental, documentary, narrative and hybrid forms. Students will complete three production projects.

Admission with consent of the instructor. Second semester. Smith College.

JENNY PERLIN, Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program) will be on leave for 2007-08. Her courses will be offered by other instructors.

English 82. Workshop in the Moving Image. See English 82.
Visiting Lecturer Knapp of Smith College.
First semester. Amherst College.

FS 210. Eye and Ear Control: Beginning Video Production.
Instructor: Bernadine Mellis.
First semester. Mount Holyoke College.

Comm ?. Intermediate Video Production.
Instructor: TBD
Second semester. University of Massachusetts.

FS-310. Language/Image: Advanced Production Workshop.
Instructor: Bernadine Mellis.
Second semester. Mount Holyoke College.

Geosciences

J. MICHAEL RHODES, Professor of Geochemistry (at the University of Massachusetts in the Five College Program) will be on leave in spring 2008.

Geo 105. Dynamic Earth. Mountain building and plate tectonics; landscapes and the underlying rocks and structures; earth history; the role of earthquakes, volcanoes, coastlines, rivers, glaciers, and wind; natural hazards; survey of resources of water, energy, and minerals. Students needing or wanting a laboratory component may register for GEO-SCI 131 (Gen. Ed. PS) TTH 1-2:15 p.m.

First semester. University of Massachusetts.

Geo 105. Dynamic Earth. Mountain building and plate tectonics; landscapes and the underlying rocks and structures; earth history; the role of earthquakes, volcanoes, coastlines, rivers, glaciers, and wind; natural hazards; survey of resources of water, energy, and minerals. Students needing or wanting a laboratory component may register for GEO-SCI 131 (Gen. Ed. PS) TTH 3-4:30 p.m.
First semester. Smith College.

History

NADYA SBAITI, Assistant Professor of Middle Eastern History (at Smith [home campus] and Mount Holyoke Colleges in the Five College Program).

History 209. Aspects of Middle Eastern History: Urban Spaces/Contested Places: Social and Cultural Histories of Non-Western Cities. This colloquium explores how identity and urban space functioned symbiotically during the 19th and 20th centuries, a period of rapidly increasing global contact, colonial expansion, and cultural exchange. Examining how cities have been planned and lived, stratified and resisted, and mourned and mythologized helps us understand how urban environments are defined by populations that inhabit them, move through them, and depart them. Conversely, we see how space influences identity politics, nation- and state-building, social functioning, and cultural production. This course is comparative, with heavy Middle East component. TTH 10:30-11:50 a.m.
First semester. Smith College.

History 108f (01). Middle East History from the Rise of Islam to the Ottoman Empire. This course is a survey of the principal economic, social, cultural, and political features of the Middle East and North Africa from the late sixth through the seventeenth centuries. Topics include: the rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law, and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities. TTH 2:40-3:55 p.m.
First semester. Mount Holyoke College.

History 208. The Making of the Modern Middle East. This course surveys the factors shaping political, economic, and social life in the Middle East and North Africa from the eighteenth through the twentieth centuries. It examines the multiplicity of societies, customs, and traditions; British, French, and U.S. imperialism; the creation of modern states; development of nationalist, socialist, and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars, and the geopolitics of oil. Throughout, special attention will devoted to the changes affecting the lives of individuals and social groups like women, workers, and peasants.
Second semester. Smith College.

History 301s (03). Women and Gender in the Middle East. Provides a nuanced historical understanding and introduction to the main themes and approaches in the study of gender in the region; explores the development of discourses on gender as well as the lived experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce, and reproduction; women's political and economic participation; the impact of Islamist movements; as well as the understudies fields of masculinity and sexuality.
Second semester. Mount Holyoke College.

International Relations

MICHAEL T. KLARE, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program).

SS 263. Political Research and Writing. This course is intended for students who seek an intensive experience in political research, writing, and oral communication. The goal of the course is to enhance students' ability to analyze critical social, political, and economic issues of the day and to communicate positions on such issues to the wider public. Students who enroll in the course will be expected to produce a variety of written and oral presentations on current issues, including a magazine article, several newspaper commentaries, and a mock statement to Congress (or radio interview). These products will be given considerable feedback by the instructor and discussed in class. Students who enroll in the course should be prepared to do considerable writing and to prepare several drafts of each item submitted. MW 1-2:20 p.m.

Limited to 15 students. First semester. Hampshire College.

Political Science 84. Global Resource Politics. See Political Science 84.

Limited to 25 students. First semester. Amherst College.

SS 267. United States-China Geopolitics. This course will examine the problems that arise from the collision, interconnection, and coincidence of the strategic concerns of the United States and the People's Republic of China. As China gains in political, economic, and military strength, its interests will increasingly intersect with those of the United States, producing friction and conflict in some cases (e.g., over the pursuit of foreign energy supplies) but opportunities for addressing major problems (like North Korea's nuclear ambitions) in others. The course will consider both the strategic principles that govern U.S. and Chinese foreign policy and the ways in which they are applied to particular problem areas, such as Taiwan, North Korea, Japanese militarism, Iran, the global energy predicament, global warming, and human rights. Students will be expected to select a particular problem in U.S.-China relations for intensive investigation and to present his/her findings in class.

Second semester. Hampshire College.

IR 241. Global Resource Politics. An intensive examination of the international politics surrounding disputes over the ownership and extraction of vital natural resources including fresh water, petroleum, arable land, timber, minerals and oceanic fisheries. The course will assess the growing pressures being brought to bear on the world's resource base, including population growth, globalization, unsustainable consumption, and climate change. It will also consider the various ways (war, adjudication, conservation, innovation) in which various actors (states, regional and international organizations, multinational corporations, warlords, civil society groups, etc.) are responding to contemporary resource disputes.

Second semester. Mount Holyoke College.

JON WESTERN, Associate Professor of International Relations (at Mount Holyoke College in the Five College Program) will be on leave in 2007-08.

Italian

ELIZABETH H. D. MAZZOCCO, Associate Professor of Italian and Director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program) will not be teaching in 2007-08.

Music

BODE OMOJOLA, Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program).

Music 166. Introduction to the Music of Africa. This course concentrates on indigenous musical traditions from different parts of sub-Saharan Africa. Cross-cultural features as well as regional varieties are examined. A major objective of the course is to facilitate an understanding of the cultural contexts within which African musical practices derive their meaning and significance. The course discusses conceptual, behavioral and stylistic features of the music; the contexts and functions of performances; the interrelations of music and dance; the use of music in healing; musical instruments and singing styles; and the social status of musicians. This course culminates in the performance of an African opera. No previous musical experience is necessary. MWF 1:15-2:05 p.m.
First semester. Mount Holyoke College.

Music 05/Black Studies 31. African Popular Music. See Music 05 (also Black Studies 31).
First semester. Amherst College.

Music 126. Introduction to World Music. This course is a survey of selected musical traditions from different parts of the world, including India (South India), Indonesia (Asia), Ghana (West Africa), Japan (East Asia) and Native America (North America). Questions that are addressed include: In what ways does music reflect the unique features of its social environment? How do musical styles and performances relate to religious practices? Richly illustrated with rare audio/video recordings as well as live performances, the course also explores how musical traditions change over time, and how such changes reflect and relate to political developments within a given society. In probing these questions, the course examines issues such as indigenous concepts and ideas about music, contexts of musical activities, roles of musical instruments, and organization of performances.
Second semester. Mount Holyoke College.

Music 220. Women in Sub-Saharan African Music. This course will focus on the role of women within Sub-Saharan African musical traditions. Relying on gender-specific ensembles as well as those involving male and female participants, we will examine how the musical activities of women, as well as the organization and structure of performances, reflect, reinforce, or challenge African perspectives of gender and structures of power as defined in selected African societies. The course will cover both indigenous and modern musical idioms from different parts of Africa, including the Baganda of Uganda, the Akan of Ghana and the Yoruba of Nigeria. In addition, the emergence of strong female voices like those of Miriam Makeba (South Africa), Stella Chiweshe (Zimbabwe) and Oumou Sangare (Mali) in the twentieth century will provide the basis for examining how female musicians have addressed gender-related issues in their music and attempted to break gender boundaries within their respective societies.
Second semester. Smith College.

Russian, East European, Eurasian Studies

SERGEY GLEBOV, Assistant Professor of History (at Smith College in the Five College Program).

History 239. Empire-Building in Eurasia, 1552-1914. The goal of this course is to introduce students to the emergence, development, and dissolution of one of the last great multinational empires in the world. The course will focus on those aspects of Russian history that are relevant to our understanding of the role of nationalities, as well as on those aspects of state, society, and culture that shed light on the interaction between the imperial center/centers and periphery/peripheries. Although the course follows the traditional periodization of Russian history, our approach will be on the varieties of imperial experiences rather than on a single narrative of Russian state and society. At the same time, we will explore how the Russian Empire as a whole dealt with pressures of modernization and how the boundary between Russia and the West was constructed and maintained.

As a result of this course, students will gain greater understanding of how multinational states managed diversity. They will gain understanding of contemporary theorizing of modern nationalism and will be better suited to navigate in the often complex situation of the post-Soviet world. The students will also learn about colonialism and "orientalism," mobile diasporas, and supranational institutions. Finally, they will be tempted to think of the history of multinational empires as a model of world history, and explore parallels between modernization processes in the Russian empire and globalization. (4 credits) TTH 10:30-11:50 a.m.

First semester. Smith College.

SS 280. Ethnic Conflict and Historical Memory in Post-Soviet Eurasia. The goal of this course is to introduce students to historical backgrounds of current interethnic conflicts and tensions in the former Soviet space. We will read and discuss accounts of conflicts in Armenia and Azerbaijan, Chechnya, Central Asian Republics, the Baltic States, and Ukraine, and explore how history and memory contributed to these conflicts. We will try to trace how memory of historical events—old struggles for land, resources, independence, etc.—is mobilized in the course of today's clashes. Students will be introduced to contemporary theoretical discussions on nationalism and historical memory and on multiethnic and multinational states. The class is a colloquium and will mostly consist of discussions, focusing on primary sources and interpretations. Each student will select a particular conflict and write a research paper discussing the historical background and collective memory that shaped that conflict. (4 credits) TTH 2-3:20 p.m.

Requisite: Prior courses in history or politics. First semester. Hampshire College.

History 247 (L). Aspects of Russian History. Topic: Affirmative Action Empire: Soviet Experiences of Managing Diversity. How the Communist rulers of the Soviet Union mobilized national identities to maintain control over the diverse populations of the USSR. World War I and the Revolution of 1917 opened a window of opportunities for the nationalities of the former Russian Empire. Soviet policies of creating, developing, and supporting national identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education, and Stalin's Terror. How World War II and post-war reconstruction became formative experiences for today's post-Soviet nations. TTH 10:30-11:50 a.m.

Second semester. Smith College.

A second-semester course at Amherst College to be announced.

Theater

ROBERT KAPLOWITZ, Visiting Lecturer in Sound Design (at the University of Massachusetts in the Five College program).

Theater 393s. Theatrical Sound Design. Introduction to the art and craft of theatrical sound design, including techniques for reading and understanding plays in relation to sound, and translating that understanding into sonic responses. Students will learn how to look at a play from a design-based dramaturgical point of view; exploring how to translate emotional and intellectual responses into sound, music, and noise, as well as organizing the developing sound plots through documentation. Course will include hands-on understanding of technological tools to build and execute their visions, culminating in sound design projects for real scenes.

First semester. University of Massachusetts.

Theater 128f. Sound Design I. This course examines the theory, practice, and history of theatrical sound design. The course will make use of classroom projects and the current Rooke Theatre productions to develop the students' sound designs. We will use computers extensively for editing and playback.

First semester. Mount Holyoke College.

Second-semester courses at the University of Massachusetts and Hampshire College to be announced.

FIVE COLLEGE AFRICAN STUDIES CERTIFICATE PROGRAM

The Five College African Studies Certificate Program is administered by the Five College African Studies Council through its Faculty Liaison Committee, which consists of the certificate program advisors from each of the five colleges. The certificate program offers an opportunity for students to pursue an interest in African Studies as a complement to their majors.

Requirements: The Five College African Studies Certificate Program requires a minimum of six courses on Africa. An African course is defined as one the content of which is at least 50% devoted to Africa per se. The program is designed to be broadly interdisciplinary in character. A coherent plan of study should be developed between the student and his or her certificate program advisor. Students are encouraged to complete their studies of Africa with an independent study course that gives this course work in African Studies a deliberate, integrative intellectual focus.

Minimum requirements of the Five College Certificate in African Studies are:

1. A minimum of one course providing an historical perspective;
2. A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology);
3. A minimum of one course on Africa in the fine arts and humanities (art, folklore, history, literature, music, philosophy, religion);
4. A minimum of three more courses on Africa, each in a different department, chosen from history, the social sciences, or the fine arts and humanities;

5. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic).

No more than three courses in any one department may be counted toward the minimum requirements of this certificate. With the approval of the student's certificate program advisor, not more than three relevant courses taken at schools other than the five colleges may be counted toward the minimum certificate requirements. Students must receive a grade of *B* or better in every course that qualifies for the minimum certificate requirements. No course that counts for the minimum requirements may be taken on a pass/fail basis. Students are also encouraged to take advantage of opportunities currently available on each campus through study abroad programs to spend a semester or more in Africa.

Students who complete the certificate program requirement will be given a certificate from the Five College African Studies Council, and the following entry shall be made on the student's permanent college record: "Completed requirements for the Five College African Studies Certificate."

Further information about the Five College African Studies Certificate Program is available at www.fivecolleges.edu/sites/african/ or from the certificate program advisor at Amherst College, who will have a list of courses at all five colleges which will satisfy certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 2007-08 the Amherst certificate program advisor is Professor Redding of the History Department.

FIVE COLLEGE ASIAN/PACIFIC/AMERICAN STUDIES CERTIFICATE PROGRAM

The Five College Asian/Pacific/American Studies Certificate Program enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with their campus program adviser, students can learn to appreciate APA cultural and artistic expressions, understand and critique the racial formation of Asian/Pacific/Americans, and investigate how international conflicts, global economic systems, and ongoing migration affect APA communities and individuals and their intersections with others. Drawing upon diverse faculty, archival, and community-based resources, the Five College program in Asian/Pacific/American Studies encourages students not only to develop knowledge of the past experiences of Asian/Pacific/Americans, but also to act with responsible awareness of their present material conditions.

An Amherst student qualifies for the certificate by satisfactorily completing the following requirements:

A. A minimum of seven courses, distributed among the following categories. As always, to be counted toward graduation, courses taken at another campus must be approved by campus advisors.
   1. A foundation course, normally taken during the first or second year. This course offers an interdisciplinary perspective on historical and contemporary experiences of Asian/Pacific/Americans. Attention will be paid to interrogating the term Asian/Pacific/American and to comparing different APA populations distinguished, for example,

by virtue of their different geographical or cultural derivations, their distribution within the Americas, and their historical experience of migration.

2. At least five elective courses. Students must take at least one course from each of the following categories:
   a) Expressions. These courses are largely devoted to the study of APA cultural expression in its many forms.
   b) U.S. Intersections. These courses are dedicated substantially to the study of Asian/Pacific/Americans but are further devoted to examining intersections between APA experiences and non-APA experiences within the United States.
   c) Global Intersections. These courses have their focus outside the United States but offer special perspectives on the experiences of Asian/Pacific/Americans.
3. A special project, which is normally fulfilled in the third or fourth year. This requirement involves the completion of a special project based on intensive study of an Asian/Pacific/American community, historical or contemporary, either through research, service-learning, or creative work (e.g., community-based learning project, action-research, internship, performing or fine arts project, etc.). Normally the requirement will be fulfilled while enrolled in an upper-level, special topics, or independent study course, although other courses may be used subject to approval of the campus program advisor. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once during the semester to discuss their ongoing projects, and at the end of the semester to present their completed projects at a student symposium or other public presentation.

   Students' plans for completing the requirement should be approved by a campus program advisor in the previous semester.

B. Further Stipulations:
1. Grades: Students must receive the equivalent of a "B" grade or better in all courses counted toward the Certificate. (In the case of Hampshire students taking courses at Hampshire, "B" equivalence will be determined by the Hampshire program adviser, based on the written evaluations supplied by course instructors.)
2. Courses counted toward satisfaction of campus-based major requirements may also be counted toward the Five College Certificate.
3. No course can be counted as satisfying more than one Certificate distribution requirement.
4. Courses taken abroad may be used to fulfill the distribution requirement with the approval of the campus program advisor.

C. Recommendation:

Students are encouraged to attain some proficiency in at least one language other than English, especially if such proficiency facilitates the completion of the Special Project component of the Certificate Program. While English is sufficient and appropriate for the completion of many projects involving Asian/Pacific/American communities, many sources and communities can be consulted only through other languages.

A comprehensive list of courses and certificate requirements is available at http://www.fivecolleges.edu/sites/apa/ The Amherst faulty advisor for the 2007-08 academic year will be Professor Karen Cardozo.

FIVE COLLEGE BUDDHIST STUDIES CERTIFICATE PROGRAM

The Five College Buddhist Studies Certificate Program is administered by the Five College Buddhist Studies Council through its Faculty Liaison Committee, which consists of the certificate program advisors from each of the five colleges. Because Buddhist Studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study in the valley. The Certificate Program provides a framework for students interested in Buddhism to develop a coherent, interdisciplinary approach to the study of this subject as a complement to their majors.

An Amherst student qualifies for the certificate by satisfactorily completing the following requirements:

1. The certificate must be comprised of at least seven courses, at least one of which must be at an advanced level (200 or 300 at Hampshire, 300 or above at Mount Holyoke College, Smith College, or the University of Massachusetts; comparable upper-level courses at Amherst).
2. Students must take at least one course in three different disciplines of Buddhist Studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.).
3. Students must take at least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (19th-21st century), and they must study Buddhism in at least two of the following three geographical areas: South and Southeast Asia, East Asia, and the Tibeto-Himalayan region.
4. Students must receive a grade of at least "B" in each course counting towards the certificate.

For students who wish to pursue a certificate in Buddhist Studies as preparation for graduate study in this field, the Program strongly recommends the study of at least one canonical language (Sanskrit, Pali, Chinese, or Tibetan) and/or the modern language of at least one Buddhist culture (especially for those who have an ethnographic interest in Buddhism). While language study is not required, up to two canonical or appropriate colloquial Asian language courses may count towards the seven required courses for the certificate. Students are also strongly encouraged to consider study abroad.

Faculty advisors will help students design their programs of study. Further information about the Five College Buddhist Studies Certificate is available at http://www.fivecolleges.edu/sites/buddhism/. For 2007-08 the Amherst faculty advisor will be Professor Maria Heim of the Religion Department.

FIVE COLLEGE CERTIFICATE IN CULTURE, HEALTH, AND SCIENCE

The Five College Certificate in Culture, Health, and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease, and healing through an interdisciplinary focus. Under the guidance of faculty program advisors on each campus, students choose a sequence of courses available within the five colleges and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective.

To receive the certificate students take seven courses (earning a B or better in each course) distributed across the following categories:

1. Overviews of Biocultural Approaches;
2. Mechanisms of Disease Transmission;
3. Population, Health, and Disease;
4. Healers and Treatment;
5. Ethics and Philosophy;
6. Research Design and Analysis.

A comprehensive list of certificate requirements is available online at http://www.fivecolleges.edu/sites/chs. For 2007-08, the Amherst faculty advisor will be Professor Deborah Gewertz of the Anthropology Department.

FIVE COLLEGE INTERNATIONAL RELATIONS CERTIFICATE PROGRAM

The Five College International Relations Certificate is issued by Mount Holyoke College on behalf of the Five Colleges. The purpose of the International Relations Certificate Program is to encourage students interested in international relations but majoring in other fields to develop a coherent approach to the study of this subject. The Program recommends a disciplined course of study designed to enhance students' understanding of complex international processes—political, military, economic, social, cultural, and environmental—that are increasingly important to all nations. Receipt of the certificate indicates that the student has completed such a course of study as a complement to his or her major.

An Amherst student qualifies for the certificate by satisfactorily completing the following seven requirements:

1. A course in introductory world politics;
2. A course concerning global institutions or problems;
3. A course on the international financial and/or commercial system;
4. A modern (post-1789) history course relevant to the development of the international system;
5. A course on contemporary American foreign policy;
6. Two years of college-level foreign language study; (Please note that Amherst College's foreign language requirement differs from that noted in the Five College International Relations brochure.)
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country or region.

No more than four of these courses in any one discipline can be counted toward the certificate. No single course can satisfy more than one requirement. A grade of *B* or better must be achieved in a course in order for it to count toward the certificate. Amherst students should request grades for Hampshire College courses offered in fulfillment of requirements for the certificate.

The Certificate Program is administered by the Five College International Relations Committee whose members also serve as faculty advisors concerning the program on the five campuses. Amherst students' selection of courses to satisfy the requirements for the certificate is monitored and approved by Amherst's faculty advisor. Further information about the Five College International Relations Certificate Program is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm or from the faculty advisors at Amherst who will have Certificate Program application forms. (Such forms are also available at the Five College Center.) During the first semester 2007-08, the Amherst faculty advisors will be Professors Javier Corrales and Ronald Tiersky.

FIVE COLLEGE LATIN AMERICAN AND CARIBBEAN STUDIES CERTIFICATE PROGRAM

The Five College Latin American and Caribbean Studies Certificate is issued by the Five College Council on Latin American Studies. The Certificate program provides a framework for students interested in Latin America and the Caribbean to develop a coherent, interdisciplinary approach to the study of this subject.

Requirements: The Certificate Program requires eight courses on Latin America and the Caribbean that include the following:

1. An introductory course in the social and political history of Latin America and/or the Caribbean
2. One course on Latin America or the Caribbean in the humanities (including art, dance, film, folklore, literature, music, religion, and theater)
3. One course on Latin America or the Caribbean in the social sciences (including anthropology, economics, geography, political science, history, and sociology)
4. An interdisciplinary seminar (normally in the senior year) that brings together the various themes and techniques of analysis learned in the above courses.

Students must earn a grade of B or better in each course. In addition, students must meet a language requirement, demonstrating proficiency in Spanish or Portuguese at the level of a fourth-semester language course. This requirement can be met through coursework or through an examination. However, language instruction will not count toward the eight courses required for the certificate.

The program is designed to be broadly interdisciplinary in character. Students are expected to begin with an introductory course that covers a range of countries and themes, and proceed to more advanced and focused areas of study. A student's specialization in Latin America and the Caribbean may include a semester or year of study abroad or a summer doing field research for a senior honors thesis in the student's major. Some, though not all, of this coursework may count toward the eight courses required for the Certificate, according to guidelines set by the Five College Council.

Faculty advisors will help students design their programs of study and provide a list of courses at the Five Colleges that satisfy the certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at Five Colleges Inc.) During 2007-08 the Amherst faculty advisor is Professor de Castro Alves of the History and Black Studies Department. For more information, consult the Latin American Studies Website at www.fivecolleges.edu/sites/latinamericanstudies/.

FIVE COLLEGE CERTIFICATE IN LOGIC

The Five College Certificate in Logic brings together aspects of logic from different disciplines within the curriculum: Philosophy, Mathematics, Computer Science, and Linguistics. The Certificate offers an opportunity for students to pursue an interest in logic as a complement to their majors.

To earn the Five College Certificate in Logic, a student must take six courses in logic from any of the Five Colleges. No more than four courses can be counted towards the Certificate from any single one of the above disciplines. At least two courses must be taken at an advanced level (300 or above at University of Massachusetts, 210 or above at Smith College, 300 or above at Hampshire College or Mount Holyoke College, 25 or above at Amherst College). And at least one course must expose students to the basic meta-theory of first-order logic and to Gödel's Incompleteness Theorems. Students must receive grades of at least "B" in each course counting towards the Certificate.

The logic courses offered at the five institutions occasionally overlap. To insure that every Certificate student chooses wisely, each course of study must be approved by the coordinating committee for the Logic Certificate (which comprises one representative from each participating institution). Please see Professor Alexander George (Philosophy) or Professor Daniel J. Velleman (Computer Science and Mathematics) for further information.

For a list of courses fulfilling certificate requirements, consult the Logic Website at www.fivecolleges.edu/sites/logic/.

VI

PROFESSORSHIPS AND READERSHIPS

LECTURESHIPS

HONORS

FELLOWSHIPS

FELLOWS

PRIZES AND AWARDS

ENROLLMENT

Professorships and Readerships

Winifred L. Arms Professorship in the Arts and Humanities. Established in 1982 by Winifred Arms in memory of her husband, Robert A. Arms '27, the Arms Professorship is held by a distinguished member of the faculty concerned with one of the fields of artistic or literary expression.

Beitzel Professorship in Technology and Society. Established in 1999 by George B. Beitzel '50, this professorship recognizes distinction in the arts and sciences, particularly in the use of technology to enhance undergraduate learning. The Beitzel Professor at Amherst College will have a vision of interfacing man and machine in a way that fuses computer, networking, fiberoptic or future electronic technologies with the values of the academy, the ideals of a liberal education and the goals of an enlightened society.

Bruce B. Benson '43 and Lucy Wilson Benson Professorship. Established in 2005 by Lucy Wilson Benson in memory of her husband, Professor of Physics from 1947 to 1990, the Benson Professorship recognizes distinction in science and a demonstrated commitment to teaching and research. The goals of the Benson Professorship are to promote interdisciplinary research and teaching among the physical and biological sciences (preferably molecular biology, physics, and chemistry), foster exploration of the impact of these sciences on society, and emphasize the interdisciplinary connections between the sciences and other liberal arts disciplines at Amherst College.

Parmly Billings Professorship in Hygiene and Physical Education. Established in 1890 by Frederick Billings of Woodstock, Vermont, this professorship honors the memory of his son, Parmly Billings 1884.

Brian E. Boyle Professorship in Mathematics and Computer Science. Established in 1998 by Brian E. Boyle '69, this professorship recognizes exceptional teaching and research in the Mathematics and Computer Science Department or its successor department. The Boyle Professorship is held by a senior member of the faculty who has appreciation for the role of technology in teaching and who has demonstrated a dedication to the values of a liberal arts education.

Elizabeth W. Bruss Readership. Established in 1982 in memory of Elizabeth Bruss, The Bruss Reader is a member of the faculty appointed by the President and the Dean of the Faculty to a three-year term that rotates among the various academic disciplines at Amherst integrating material about women into the curriculum. The Bruss Reader will also serve as a resource person for colleagues, bringing new information regarding women to their attention.

Class of 1880 Professorship in Greek. Given to the College by all living members of the Class at its 50th reunion in 1930.

Class of 1959 Professorship. Established by the Class of 1959 on the occasion of its 40th reunion to honor a distinguished faculty member in one of the traditional disciplines who has a deep commitment to students and to their habits of mind.

Henry Steele Commager Professorship. Established in 1991 by Wyatt R. Haskell '61, Jonathan P. Rosen '66, and others in recognition of Professor Commager's 35 years of distinguished scholarship and dedication to the teaching of undergraduates at Amherst College.

George H. Corey Professorship in Chemistry. Established in 1952 by bequest of George H. Corey 1888.

G. Armour Craig Professorship in Language and Literature. Established in 1994 by an anonymous donor, this professorship honors G. Armour Craig, Professor of English 1940-1985 and Acting President 1983-1984.

William Nelson Cromwell Professorship in Jurisprudence and Political Science. Established in 1948 by bequest of William Nelson Cromwell, founder of the New York City law firm Sullivan & Cromwell.

George Lyman Crosby Professorship in Philosophy. Established in 1950 by Stanley Warfield Crosby, brother of George Lyman Crosby 1896.

Stanley Warfield Crosby, Jr., Professorship in Religion. Established in 1950 by Stanley Warfield Crosby '13 in memory of his son, Stanley Warfield Crosby, Jr., who was killed in the Korean War.

Amanda and Lisa Cross Professorship. Established in 1980 by Theodore L. Cross '46, Trustee 1973-85, emeritus since 1985, in honor of his daughters, Amanda and Lisa Cross.

Sidney Dillon Professorship in Astronomy. Established in 1894 by the family of Sidney Dillon, Chairman of Union Pacific Railroad.

Rachel and Michael Deutch Professorship. Established in 2007 by family members in memory of Rachel and Michael Deutch, this fund provides support for the Deutch Professor, held for a five-year renewable term by a distinguished professor in one of the following departments: chemistry, economics, French, history, mathematics, or philosophy.

Joseph B. Eastman Professorship in Political Science. Established in 1944 by friends of Joseph B. Eastman '04, Trustee 1940-44.

Five College Fortieth Anniversary Professorships. Established in the spring of 2005, the Five College Fortieth Anniversary Professorships commemorate four decades of cooperation (1965-2005) among the members of the Five College Consortium. The professorships honor Five College faculty members for distinguished careers as scholars and teachers.

Edwin F. and Jessie Burnell Fobes Professorship in Greek. Established by Professor Francis H. Fobes, who taught Classics 1920-48, emeritus 1948-57.

Eliza J. Clark Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger), in memory of Mr. Folger's mother.

Emily C. Jordan Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger).

Henry Clay Folger 1879 Professorship. Established in 1930 by Emily Clay Folger (Mrs. Henry Clay Folger).

Clarence Francis Professorship in the Social Sciences. Established in 1969 in honor of Clarence Francis '10, former Chairman of General Foods and Amherst Trustee 1944-50.

Julian H. Gibbs Professorship in Natural and Mathematical Sciences. Established by the Trustees in 1983 to honor Julian H. Gibbs '46, Professor of Chemistry and 15th President of the College.

Samuel Green Professorship. Established in 1867 by John Tappan, Trustee 1834-1854, and founding pastor of Union Church in Boston, in honor of Samuel Green, also pastor of Union Church.

James J. Grosfeld 1959 Professorship. Established in 2002 by James J. Grosfeld of the Class of 1959, the Grosfeld Professorship is awarded to a senior member of the faculty in the Department of Law, Jurisprudence, and Social Thought, or an allied or successor department.

Edward S. Harkness Professorship. Established in 1930 by Edward S. Harkness, New York philanthropist.

William H. Hastie Professorship. Established in 1986 by the Trustees to honor Judge William H. Hastie '25, the first black federal judge and Chief Justice of the U.S. Court of Appeals for the Third Circuit. Judge Hastie was Trustee 1962-75, emeritus 1975-76.

Hitchcock Professorship in Mineralogy and Geology. Established in 1847 by Boston merchant Samuel A. Hitchcock of Brimfield and Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Charles Hamilton Houston Professorship. Established in 1987 by Gorham L. Cross '52 to honor the achievements of Charles Hamilton Houston '15, principal architect of the legal strategy leading to the 1954 Supreme Court decision prohibiting race discrimination in U.S. public schools.

William R. Kenan, Jr., Professorship. Established in 1969 by the William R. Kenan, Jr., Charitable Trust.

Stanley King Professorship in Dramatic Arts. Established in 1952 by the Trustees in recognition of the generosity and service of Stanley King '03, President 1932-46, emeritus 1946-51.

Alfred Sargent Lee '41 and Mary Farley Ames Lee Professorship. Established in 2000 by Alfred Sargent Lee '41 and Mary Farley Ames Lee to recognize a senior member of the faculty who demonstrates distinction in undergraduate teaching and a commitment to the liberal arts tradition at Amherst College.

Lewis-Sebring Professorship in Latin American and Latino Culture. Established in 2001 by the Lewis-Sebring Family Foundation on behalf of Charles A. Lewis '64 and Penny Bender Sebring, this professorship promotes the study of the culture, language, politics, history or art of Latin America or Latino America. The professorship honors a member of the faculty whose teaching and scholarship focus on Latin America or the contributions of Latino America to the intellectual and cultural life of the United States.

Rufus Tyler Lincoln Professorship in Biology. Established in 1916 by Caroline Tyler Lincoln (widow of Rufus P. Lincoln 1862) in memory of her son, Rufus Tyler Lincoln.

Manwell Family Professorship in Life Sciences. Established in 2000 by Edward J. Manwell '25, this professorship is held by a faculty member who has shown dedication to the life of the College and distinction in teaching and research.

Massachusetts Professorship in Chemistry and Natural History. Established in 1847 by the Trustees in recognition of a grant from the Commonwealth of Massachusetts.

John J. McCloy Professorship. Established in 1983 by the Trustees to honor John J. McCloy '16, Trustee 1947-69, Chairman 1956-69, and Honorary Chairman 1969-1989, to support visiting scholars who teach courses in American institutions and international relations.

William R. Mead Professorship in Fine Arts. Established in 1936 by bequest of Mr. and Mrs. William R. Mead 1867. William R. Mead was a founder of McKim, Mead and White, architects.

Andrew W. Mellon Professorship. Established in 1974 by a grant from the Andrew W. Mellon Foundation.

Charles E. Merrill Professorship in Economics. Established in 1950 by Charles E. Merrill '08.

Zephaniah Swift Moore Professorship. Named for the first president of the College and held by a distinguished classicist on the Amherst College faculty.

Dwight W. Morrow Professorship. Established in 1941 by bequest of Dwight W. Morrow 1895, Trustee 1916-1931, to endow a professorship in political science or American history.

Anson D. Morse Professorship in History. Established in 1924 by Dwight W. Morrow 1895, Trustee 1916-31, in honor of Professor Anson Morse, who taught at Amherst from 1878 to 1907.

John C. Newton Professorship in Greek and Sculpture. Established in 1891 by bequest of John C. Newton, a Worcester mason and building contractor.

Edward N. Ney Professorship in American Institutions. Established in 1986 by Edward N. Ney '46, Trustee 1979-89, emeritus since 1989.

George Daniel Olds Professorship in Economics and Social Institutions. Established in 1914 by Frank L. Babbott, Jr. '13 to honor Dean George D. Olds, who later served as President 1924-27, emeritus 1927-31.

Olin Professorship in Asian Studies. Established in 1998 by the Spencer T. and Ann W. Olin Foundation to support a faculty member who advances students' understanding and appreciation of Asian art, economics, history, languages, politics, society or cultures.

James E. Ostendarp Professorship. Established in 1990 by former students, friends, and colleagues to honor (football) Coach Ostendarp on the occasion of a dinner in his honor held in New York City to show their appreciation for his keen interest in all aspects of the Amherst experience and his commitment to the development of the Amherst student within the ideals of a liberal arts education.

Domenic J. Paino Professorship in Global Environmental Studies. Established in 1997 by Birgitta and Domenic J. Paino '55, this professorship reflects the donors' interest in issues affecting the entire world and their commitment to the study of the interconnectedness of nations.

Ward H. Patton Professorship in Economics. Established in 1989 by Ward H. Patton, Jr. '42, in memory of his father, who was instrumental in building the Green Giant Company.

Thomas F. Pick Readership in Environmental Studies. Established in 1999, this readership will support individuals who are dedicated to teaching, studying or researching in an area of environmental studies. The Pick Reader is a member of the faculty appointed by the President and the Dean of the Faculty to coordinate studies and to organize events relating to environmental studies across existing disciplines and departments. The Pick Reader will serve as a campus resource person in environmental studies.

Peter R. Pouncey Professorship. Established in 1995 by an anonymous donor in honor of Peter R. Pouncey, President 1984-1994 and Professor of Classics 1984-1999.

E. Dwight Salmon Professorship in History. Established in 1989 by Thomas H. Wyman '51, Trustee 1976-92, Chairman 1986-92, and emeritus 1992-2001, to honor Professor Emeritus E. Dwight Salmon, who taught history at Amherst from 1926 to 1963.

Willem Schupf Professorship in Asian Languages and Civilizations. Established in 1994 by H. Axel Schupf '57, Trustee 1993-2005, emeritus since 2005, in memory of his father, to confirm the College's commitment to studying the East.

Winthrop H. Smith Professorship. Established in 1956 by Winthrop H. Smith '16, Trustee 1952-61, to fund a professorship in American history and American studies.

Bertrand Snell Professorship in American Government. Established in 1951 by bequest of Bertrand H. Snell 1894.

Stone Professorship in Natural Sciences. Established in 1880 by Valeria Goodenow Stone in honor of Julius H. Seelye, President 1876-90.

Thalheimer Professorship. Established in 1998 by the family of Louis B. Thalheimer '66, who served as a Trustee of the College from 1992-1998, and his daughter, Deborah E. Thalheimer '94, this professorship recognizes distinction in teaching and is intended to honor a scholar-teacher who has a strong interest in and commitment to undergraduates.

Willard Long Thorp Professorship in Economics. Established in 1989 by alumni and friends to honor Willard Long Thorp '20, Professor of Economics 1926-33 and 1952-63, Trustee 1942-55, and Acting President 1957.

Joseph E. and Grace W. Valentine Professorship in Music. Established in 1982 by bequest of Joseph E. and Grace W. Valentine.

William McCall Vickery 1957 Professorship. Established in 2007 by William McCall Vickery on the occasion of his 50th Reunion. The Vickery Professorship will honor a senior faculty member who is distinguished by and dedicated to teaching and research of art history or musicology.

Richard S. Volpert Professorship in Economics. Established in 2000 by Barry S. Volpert '81 and Teri C. Volpert in honor of Richard S. Volpert '56, this professorship supports a faculty member in the Department of Economics who has shown distinction in teaching and research concerning free market economics and dedication to the life of the College.

William J. Walker Professorship in Mathematics and Astronomy. Established in 1861 by Boston physician William J. Walker.

Thomas B. Walton, Jr., Memorial Professorship. Established in 1984 by Thomas B. Walton in memory of his son, Thomas B. Walton, Jr. '45.

The John William Ward Professorship. Established in 2003 by a member of the Board of Trustees, the John William Ward Professorship recognizes a senior faculty member at Amherst College who is an accomplished scholar and teacher and who has served the College community with distinction on a key committee or in an administrative post. The Ward Professor will be selected by the President and the Dean of the Faculty and appointed by the Board of Trustees.

G. Henry Whitcomb Memorial Professorship. Established in 1921 in memory of G. Henry Whitcomb 1864, Trustee 1884-1916, by his three sons, all Amherst alumni.

L. Stanton Williams Professorship. Established in 1990 by L. Stanton Williams '41 to support teaching and scholarship that encourages students to use the skills and knowledge acquired at Amherst for the benefit of their communities and the wider society.

Samuel Williston Professorship in English. Established in 1845 by Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Samuel Williston Professorship in Greek and Hebrew. Established in 1869. Formerly known as Graves Professorship of Greek Language and Literature.

Winkley Professorship in History and Political Economy. Established in 1885 by Henry Winkley, New York and Philadelphia retailer.

Lectureships

Henry Ward Beecher Lectureship. Established by Frank L. Babbott 1878 in honor of Henry Ward Beecher 1834. The incumbent is appointed biennially by the faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

Copeland Colloquium Fund. Established in 1971 by Morris A. Copeland '17. The Colloquium supports visiting fellows who remain in residence at Amherst and pursue their own diverse interests while engaging themselves in various ways with faculty and students.

Croxton Lecture Fund. Established in 1988 by William M. Croxton '36 in memory of his parents, Ruth L. and Hugh W. Croxton. Income from this endowed fund is used to bring to campus well-known guest speakers who focus on topical issues.

Samuel B. Cummings Lectureship Fund. Established in 1997 by bequest of Samuel B. Cummings, this fund is to be used for an annual or biannual lecture in one of the academic fields of anthropology, archaeology, psychology, and/or sociology.

Benjamin DeMott Memorial Fund. The Benjamin DeMott Memorial Fund was established in 2005 by Alan P. Levenstein, Class of 1956, and other Amherst College alumni, friends, and family members. Income from this Fund shall be used to provide funding for the Benjamin DeMott Memorial Lecture at Amherst College, which will take place annually as part of the Orientation of all first-year students. The DeMott Lecturer shall be a person who, like Professor DeMott, represents an engagement with the world marked by originality of thought coupled with direct social action, with special emphasis on intellectual participation in issues of social and economic inequality, racial and gender bias, and political activism.

Joseph Epstein Lecture Fund in Philosophy. Established in 1987 by members of the Department of Philosophy to sponsor philosophical talks and discussions at Amherst. The fund honors Professor Joseph Epstein, who for 35 years taught Amherst students philosophy, especially logic, philosophy of science, and American pragmatism.

Vadim Filatov, M.D., 1986 Memorial Lecture Fund. The Vadim Filatov, M.D., 1986 Memorial Lecture Fund, established in 2004 by Dmitry Dinces '86 and other Amherst classmates and friends of Vadim Filatov, is a permanently endowed fund at Amherst College providing support for the Amherst Center for Russian Culture.

Clyde Fitch Fund. Established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch 1886. This fund is used for the furtherance of the study of English literature and dramatic art and literature.

Forry and Micken Fund in Philosophy and Science. Established in 1983 by Carol Micken and John I. Forry '66 to promote the study of philosophical issues arising out of new developments in the sciences, including mathematics, and issues in the philosophy and history of science.

John Whitney Hall Lecture Fund. Established in 1994 by Betty Bolce Hall to honor her husband. Income is used to initiate and maintain the John Whitney Hall '39 Lecture Series on Japan. Professor Hall became an authority on premodern Japanese history, training graduate students who entered academic, business and governmental fields relating to Japan. For more than 30 years he worked to develop Japanese studies in American colleges and universities.

Charles H. Houston Forum. Established in 1980 by Gorham L. Cross, Jr. '52 to honor Charles H. Houston '15. The income from this fund brings lecturers on law and social justice to Amherst.

Victor S. Johnson Lectureship Fund. Established in memory of Victor S. Johnson (1882-1943) by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lectureship's purpose of serving the best tradition of the liberal arts and individual freedom."

Corliss Lamont Lectureship for a Peaceful World. Established in 1982 by Corliss Lamont '57, this fund supports lecturers who may provide insight into the analytical or operational problems of lessening friction among nations.

Max and Etta Lazerowitz Lectureship. Established in 1985 by the late Professor Morris Lazerowitz of Smith College to honor his parents, this fund provides for the annual appointment of the Lazerowitz Lecturer, who is a member of the Amherst College faculty below the rank of full professor.

Georges Lurcy Lecture Series. Established in 1982 by the Georges Lurcy Charitable and Educational Trust, this lectureship was given to the College to bring distinguished lecturers to Amherst to speak on topics relating to countries other than the United States.

Everett H. Pryde Fund. Established in 1986 by Phyllis W. Pryde in honor of her late husband Everett H. Pryde '39 to bring to the College distinguished visiting scientists to lecture on selected topics in the field of chemical research and to fund the Everett H. Pryde Research Award, given annually to an Amherst senior.

Rapaport Lectureship in Contemporary Art Fund. The Rapaport Lectureship in Contemporary Art Fund, established in 1999, provides support for an annual lecture on some aspect of contemporary art. The goal of the Rapaport Lectureship is to increase awareness and appreciation of contemporary art among students and in the community.

John Woodruff Simpson Lectureship. Established in memory of John Woodruff Simpson 1871 by his wife and daughter, to fund fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

Tagliabue Fund. Established in 1991 by Paul and Chandler Tagliabue to honor their son Andrew, who graduated in 1991. The fund supports the Asian Languages and Civilizations Department at Amherst College and funds lectures by social scientists on Asian issues.

Willis D. Wood Fund. Established in memory of Willis D. Wood 1894 to fund visiting scholars and lecturers to "talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of junior year, and further elections occur during the first semester and at Commencement time of senior year.

President: Professor Natasha Staller
Secretary-Treasurer: Gerald M. Mager
Auditor: Professor Rose R. Olver

INITIATES 2007

Class of 2008

Amy Elizabeth DiPilato
Casey Jack Guenthner
Elena Naomi Jessop
Nora Alice Batchelder

Class of 2007

Bree Barton
Jordan Robert Brower
Jesse Theobald Carroll
William Chen
Milena Vasileva Dabova
Emilie Mireille Friedlander
Heidi Anna Fuchs
Colin Douglas Godwin
Daniel Alexander Gold
Samuel Geffner Guzzardi
William Ernest Havemann
Katherine Cain Hudson
Priyanka Anne Jacob
Emma Crane Jaster
Caitlin Diane Kekacs
Meghan Lianne Kemp-Gee
Alison Frank Klurfeld
Penka Aleksandrova Kovacheva
Elizabeth Susannah Jane Kuperberg
Jeffrey Taylor Lawrence
Catherine Claire Macdonald
Craig Rodney McCready
Patrick John McGrath
Anoop Ramachandran Menon
Lola Maria Marquez Milholland
Plamen Toshkov Nenov
Hilary Ilana Palevsky
Iana Maksimova Petkova
Christopher Pochon
John North Radway
Caitlin Carrie Rhodes
Jennifer Ann Roberge
Jacob Max Rosen
Gabrielle Larissa Ruddick
Patrick Evan Savage
Timothy Hisao Shapiro
Michael James Silverman
Laura Michelle Strickman
Denise Wei-Hua Tsai
Heather Ruth Van Dusen
Jae Ha Woo

THE SOCIETY OF SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886, and the Amherst Chapter was installed March 23, 1950. As one if its purposes, the Society gives recognition of those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates who show definite promise of research ability are typically recommended to associate membership by the departments concerned.

President: Professor Mark D. Marshall
Secretary-Treasurer: Professor Stephen A. George

Full Membership 2007

Natalie Marie Feliciano
Jill Suzanne Miller

Associate Membership, Class of 2007

Amy Elizabeth Armstrong
Yao Bian
Alexander Willard Bridges
Trevor Andrew Calamel
Sunny Chang
Tin Muk Daisy Cheung
Jasmina Chun-i Cheung-Lau
Nicholas Joseph Cuba
Meghan Elizabeth Dickoff
Jacqueline Jean Eastman
Callie Savannah Fogler
Eric Watson Glustrom
Colin Douglas Godwin
Daniel Alexander Gold
Sarah Hyunju Jin
Adam Brett Kaplan
Benjamin Ilan Kaufman
Nadav Klein
Elizabeth Susannah Jane Kuperberg
Joshua Eric Levenson
Madeleine Ivory Rose Levine
Colin Metz Lindsay
Anna Mari Lone
Josette Franchesca Manzano
Owen Kelly Neill
Hilary Ilana Palevsky
Jonathan Hebbel Pérez
Benjamin Allen Purkis
Brett Michael Rustin
Chantae Sharee Sullivan
Khaula Tauqeer
Nitya Kalyani Viswanathan
Kipp Andrew Weiskopf
Mark Yarchoan

Fellowships

COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 150 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 10 on forms available in December from the Fellowships Office. This same deadline applies to seniors and to graduates. You need not have been accepted at graduate school to apply, but the awards are made contingent upon final enrollment. The awards are based on merit and need (except for the Kellogg and Rosenblum) and are determined by the Faculty Committee on Student Fellowships. An exception to this is the Amherst-Doshisha Fellowship for which the deadline is in mid-November and for which there is a special Selection Committee.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan, is open to graduating seniors and recent alumni of the College for a term of one, or in some cases, two years. The recipient will have the opportunity to work with Professor Masanori Morita, representative of the College at Doshisha, and to teach English to Japanese students. No knowledge of the Japanese language is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. The fellowship year is normally from September to August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the first-year and second-year level. The academic year at Doshisha allows fellows to travel in Asia during February and March.

Interested applicants should contact the Office of Fellowships for more information. This fellowship is awarded by the Board of Trustees upon the recommendation of the Amherst-Doshisha Fellowship Committee.

The Amherst Memorial Fellowships. These fellowships, in memory of Amherst graduates who gave their lives for an ideal, are given primarily for the study of social, economic, and political institutions, and for preparation for teaching and the ministry. The fund was established because of the "need for better understanding and more complete adjustment" between humans and their "existing social, economic, and political institutions for the study of the principles underlying these human relationships."

The object of the fellowships is to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. During previous training candidates should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

Preference is given to candidates planning to do advanced work in the field of the social sciences, but awards may also be made to candidates who are planning to go to theological school in preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year but, upon reapplication, may be approved for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke 1877, to provide income for a fellowship or fellowships for the pursuit of studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. This fund, established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University. The fellowship is for one year but, upon reapplication, may be approved for a second year. The award is open to any student, with preference to seniors and to those applying to Peterhouse, St. John's, Trinity, or Downing College.

The Henry P. Field Fellowships. Two fellowships are available from the income of the bequest of the late Henry P. Field 1880 to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift from the late Warner Gardner Fletcher '41 is awarded to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

Seth E. Frank '55 Fellowship. Established in 1997 by Seth E. Frank '55, the income from this fund is to be used annually for post-graduate work by a graduate of Amherst College. The fellowship is to be awarded to a graduate who has demonstrated exceptional ability, interest, and achievement in the area of International Relations. The fellowship is not limited to graduate study but may be awarded for other endeavors which are international in scope.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund, established by the Alpha Delta Phi Fraternity, provides an annual award to a member or members of the senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year a course of study in history or economics, to be completed within the period of two years next following graduation.

The Rufus B. Kellogg University Fellowship. The income from the fund, established by the late Rufus B. Kellogg 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions: The Fellow is elected by the Faculty on the recommendation of the Faculty Committee on Student Fellowships. Consideration is given to seniors or members of the classes graduated in the preceding six years. The fellowship is awarded to that graduate who, in the judgment of the Faculty, is best equipped for study and research, without regard to any other considerations, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college. The three years shall be spent by the Fellow at a German university or other approved institution, for the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the Fellow at Amherst College, to give lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be published in book form or in a learned journal. This fellowship is based solely on merit. The Kellogg Fellowship will be offered again in 2009-2010.

The Sterling P. Lamprecht Fellowship. From the income of this fund, fellowships are awarded to recent graduates of Amherst College for the pursuit of philosophy. Upon reapplication, these fellowships may be approved for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund, established by Frank M. Lay 1893 and Mrs. Lay, in memory of their son Edward Poole Lay '22, provides fellowships to graduates who have shown unusual proficiency and talent in music and who desire to continue studies in the field. Preference is given to candidates who are proficient in voice. In the event that there are no qualified candidates in the musical arts (especially voice and instrumental music), they may be awarded to qualified candidates in the field of the dramatic arts. These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The Forris Jewett Moore Fellowships. These fellowships, in three fields of study, were established in memory of Forris Jewett Moore 1889 by his widow, Emma B. Moore.

(1) A fellowship to graduates distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is given to eligible candidates for the field of organic chemistry.

(2) A fellowship to graduates distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.

(3) A fellowship to graduates distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. This memorial fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration. The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees in memory of George A. Plimpton 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are awarded *without stipend* to seniors who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance. These fellowships are awarded by the Board of Trustees on recommendation of the Faculty Committee on Student Fellowships.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established in 1972 by the family of C. Scott Porter '19, mathematics professor, 1924-31, and Dean of the College from 1931-1966, the C. Scott Porter Memorial Fellowship is awarded annually to a graduate for further study without restriction as to department or field.

The Lloyd I. Rosenblum Memorial Fellowship. Established in 1997 for his son, Peter M. Rosenblum '70, and other family members, the fellowship is to be awarded annually to a graduate of Amherst College embarking on his or her first year of graduate studies in the fields of botany and biology. Each beneficiary should be a person who demonstrated significant promise in the relevant fields of study as an undergraduate at Amherst College. The fellowship is to be awarded solely on the basis of merit and without regard to race, sex, religion, gender, or nationality.

The Charles B. Rugg Fellowship. Established in memory of Charles Belcher Rugg '11, this fellowship is awarded to a graduate for the study of law. The award may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

The John Woodruff Simpson Fellowships and Lectureships. A fund was established in memory of John Woodruff Simpson 1871 by his wife and daughter. Income from the fund provides: (1) A fellowship for the study of law; (2) A fellowship for the study of medicine; (3) A fellowship for the study of theology, without regard to creed or religious belief; (4) A fellowship for study at any school, college or university in preparation for the teaching profession; (5) A fellowship for use in graduate study at the Universities of Oxford or Cambridge in England or at the Sorbonne in Paris. The fund may also be used to secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College.

These fellowships are awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

The Benjamin Goodall Symon, Jr., Memorial Fellowship. This fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually on recommendation of the Department of Theater and Dance as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

DEPARTMENTAL FELLOWSHIPS

French Department Fellowship. The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

The University of Dijon Assistantship. This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.

Exchange Fellowship, Ecole Normale Supérieure in Paris. This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

The Edward Hitchcock Fellowship. This fellowship, established by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

Fellows

Katayun Saera Adhami '04, *John Woodruff Simpson Fellow in Medicine.* Columbia University.

Shirin Adhami '01, *Edward Poole Lay Fellow in Photography and Film.* Massachusetts College of Art.

Julie Ajinkya '03, *John Woodruff Simpson Fellow in Government.* Cornell University.

Ethan Alexander-Davey '04, *John Woodruff Simpson Fellow in Political Science.* School not known.

Abigail Leslie Andrews '04, *John Woodruff Simpson Fellow in Sociology.* University of California at Berkeley.

Rania Samir Arja '06, *Charles B. Rugg Fellow in Law.* Case Western Reserve University.

Katya Balter '02, *John Woodruff Simpson Fellow in Slavic Languages and Literatures.* University of California at Berkeley.

Holly Donovan Barnard '02, *John Woodruff Simpson Fellow in Clinical Psychology.* University of Denver.

Adwoa Nyanba Bart-Plange '05, *John Woodruff Simpson Fellow in English Literature.* University of Geneva, Switzerland.

David A. Beckman '99, *John Woodruff Simpson Fellow in English.* Princeton University.

Alexandra Bloom '04, *Seth E. Frank '55 Fellow in International Relations.* The Johns Hopkins University.

Nichole N. Bridges '97, *John Woodruff Simpson Fellow in Art History.* University of Wisconsin at Madison.

Megan Carroll '02, *John Woodruff Simpson Fellow in Public Policy.* Harvard University.

Jason R. Cavatorta '04, *John Woodruff Simpson Fellow in Plant Breeding.* Cornell University.

Noah Charney '02, *Lloyd I. Rosenblum Memorial Fellow in Biology.* University of Massachusetts at Amherst.

Rishidev Chaudhuri '06E, *Forris Jewett Moore Fellow in Applied Mathematics.* Yale University.

George Rayburn Cheely, Jr. '03, *John Woodruff Simpson Fellow in Medicine and Business.* University of Pennsylvania.

Thomas Chen '07E, *John Woodruff Simpson Fellow in Education.* Brown University.

Amy Cheung '04, *Amherst Memorial Fellow in Education.* Boston University.

Jasmina Cheung-Lau '07, *Forris Jewett Moore Fellow in Chemistry.* University of Pennsylvania.

Katherine Goeun Choi '07, *Amherst Memorial Fellow in Elementary Education.* New York University.

Jennifer Hyunjung Chung '97, *Evan Carroll Commager Fellow in Comparative Education.* Oxford University.

Jacob Cooper '02, *Edward Poole Lay Fellow in Music Composition.* Independent Study.

Sarah Gray Courtney '06, *Amherst Memorial Fellow in Linguistics.* Cornell University.

Mari Nagasue Crabtree '03, *Forris Jewett Moore Fellow in History.* Cornell University.

Joy Cranshaw '01, *Amherst Memorial Fellow in English.* University of North Carolina at Chapel Hill.

Raluca Crisan '07, *Evan Carroll Commager Fellow in English.* School not known.

Lucia Cucu '05, *John Woodruff Simpson Fellow in Law.* Cornell University Law School.

Rajiv Arthur D'Cruz '02, *John Woodruff Simpson Fellow in International Studies.* The Johns Hopkins University.

Milena Vasileva Dabova '07, *Roland Wood Fellow in Theater and Dance.* Independent Study.

Alexandra Dalavagas '99, *Forris Jewett Moore Fellow and Sterling P. Lamprecht Fellow in Philosophy.* City University of New York.

Jeffrey Koichi Dalessandro '07, *Edward Poole Lay Fellow in Art.* Independent Study.

Mawadda Damon '02, *John Woodruff Simpson Fellow in Public Policy.* Harvard University.

Caleb Martin Deats '06, *John Woodruff Simpson Fellow in Political Science.* University of Chicago.

Katherine Ariela Deutsch '04, *Amherst Memorial Fellow in Comparative Literature.* Harvard University.

Tristan John Dewdney '04, *Amherst Memorial Fellow in English.* State University of New York at Albany.

Dan Tam Thi Do '01, *John Woodruff Simpson Fellow in Library Science and Russian and East European Studies.* Indiana University.

Germaine Sunu Dunn '03, *John Woodruff Simpson Fellow in Law.* University of Virginia.

Meltem Duran '05, *John Woodruff Simpson Fellow in Wind Energy Engineering.* University of Massachusetts at Amherst.

Stephanie Edwards '03, *Amherst Memorial Fellow in Clinical Psychology.* Argosy University.

Jonquille Eley '07E, *Amherst Memorial Fellow in Education.* School not known.

Richard A. Estacio '06, *John Woodruff Simpson Fellow in Law.* New York University.

Michael S. Feig '06, *Forris Jewett Moore Fellow in Physics.* University of Colorado at Boulder.

Kimberly Lauren Ferrante '02, *John Woodruff Simpson Fellow in Medicine.* University of Massachusetts at Amherst.

Travis M. Foster '99, *Amherst Memorial Fellow in English and American Literature.* University of Wisconsin at Madison.

Julia Elaine Fox '07, *Edward Poole Lay Fellow in Vocal Performance.* Independent Study.

Jessica Dawn Frisch '98, *John Woodruff Simpson Fellow in Veterinary Medicine.* St. George's University.

Thomas Paul Fritzsche '03, *John Woodruff Simpson Fellow in Human Rights and Labor Law.* New York University.

Marcella Laura Frydman '03, *Amherst Memorial Fellow in English and American Literature.* Harvard University.

Joshua N. Garrett-Davis '02, *Amherst Memorial Fellow in Nonfiction Writing.* Columbia University.

Laura Elizabeth Giese '05, *Rufus B. Kellogg University Fellow in International Business Administration.* University of Berne, Switzerland.

Eva Gladek '05, *John Mason Clarke 1977 Fellow in Paleontology and Geology.* Yale University.

Alejandro Jose Gomez-del-Moral '03, *Forris Jewett Moore Fellow in History.* Rutgers State University of New Jersey.

Suraj Sundar Gopal '07, *Edward Poole Lay Fellow in Music Composition.* Independent Study.

Sarang Gopalakrishnan '06, *Forris Jewett Moore Fellow in Physics.* University of Illinois at Urbana-Champaign.

Lauren Elizabeth Grattan '07, *John Woodruff Simpson Fellow in Neural Science.* New York University.

Nora Gray '05, *John Woodruff Simpson Fellow in Molecular and Biochemical Nutrition.* University of California at Berkeley.

Ethan Frederick Greene '04, *John Woodruff Simpson Fellow in Music Composition.* Rice University.

Andrea Dana Gyorody '07, *Amherst Memorial Fellow in Art History.* Williams College.

Christine Hagan '04, *Rufus B. Kellogg University Fellow in Chemistry and Chemical Biology.* Harvard University.

Margaret Elizabeth Hass '07, *Amherst Memorial Fellow in International Literature.* Eberhard-Karls Universität Tübingen.

Drew Himmelstein '03, *Amherst Memorial Fellow in Journalism.* University of California at Berkeley.

Michael T. Hogan '05, *Amherst Memorial Fellow in American Literature.* Boston University.

Annette James '05, *John Woodruff Simpson Fellow in Nursing.* Columbia University.

Emma Crane Jaster '07, *Roland Wood Fellow in Theater.* Independent Study.

Rebecca Wynne Johnson '03, *Forris Jewett Moore Fellow in History.* San Francisco State University.

Yoyce A. Jones '04, *Amherst Memorial Fellow in International Affairs.* Columbia University.

Nicholas Hedemann Juul '05, *John Woodruff Simpson Fellow in Medicine.* School not known.

Crystal Louise Kahn '04, *John Woodruff Simpson Fellow in Computer Science.* Brown University.

Tamar Kaim '02, *Seth E. Frank '55 Fellow in Intercultural Conflict Management.* Alice Salomon University of Applied Sciences, Berlin.

Danielle Nicole Kelsick '03, *George Stebbins Moses Memorial Fellow in Theological Studies.* Harvard University.

Stacey Elizabeth Kennard '03, *Sterling P. Lamprecht Fellow and Forris Jewett Moore Fellow in Philosophy.* Yale University.

Rebecca Kim '99, *John Woodruff Simpson Fellow in Political Science.* City University of New York.

Narae Ko '06, *John Woodruff Simpson Fellow in Medicine.* Yale University.

Penka Aleksandrova Kovacheva '07, *Roswell Dwight Hitchcock Memorial Fellow in Economics.* Princeton University.

Elizabeth Susannah Jane Kuperberg '07, *George A. Plimpton Fellow in Biology.* Cornell University.

Joshua Eric Levenson '07, *John Woodruff Simpson Fellow in Medicine.* University of Pittsburgh.

Anna Mari Lone '07, *Forris Jewett Moore Fellow in Chemistry and Chemical Biology.* Harvard University.

Arthur Lord '03, *Seth E. Frank '55 Fellow in International Relations.* The Johns Hopkins University.

Sarah K. Luthy '03, *John Woodruff Simpson Fellow in Medicine.* School not known.

Tiana McLean '04, *John Woodruff Simpson Fellow in Law.* University of Virginia.

Josette F. Manzano '07, *John Woodruff Simpson Fellow in Biology.* New York University.

Matthew R. Mascioli '07, *George Stebbins Moses Memorial Fellow in Divinity.* Gordon Conwell Theological Seminary.

Anoop Ramachandran Menon '07, *C. Scott Porter Memorial Fellow in Strategy.* Harvard University.

Jason Merrill '06, *Forris Jewett Moore Fellow in Physics.* Yale University.

Cassandra M. Mikicic '03, *John Woodruff Simpson Fellow in Human Rights.* School not known.

Maria Millard '07, *Amherst Memorial Fellow in Education Policy.* Stanford University.

J. Joy Miller '02, *John Woodruff Simpson Fellow in Political Science.* School not known.

Ana-Maria Mocanu '04, *Rufus B. Kellogg University Fellow in Economics.* University of Michigan.

Andrew Moin '05, *John Woodruff Simpson Fellow in Law.* Harvard University.

Katherine Mooney '04, *Henry P. Field Fellow and Forris Jewett Moore Fellow in American History.* Yale University.

Matthew Carlson Morris '02, *Amherst Memorial Fellow in Clinical Psychology.* Vanderbilt University.

Matthew Moses '02, *Edward Poole Lay Fellow in Acting.* Independent Study.

Holly Myers '05, *John Woodruff Simpson Fellow in Slavic Languages and Literatures.* University of Virginia.

Plamen Toshkov Nenov '07, *John Woodruff Simpson Fellow in Economics.* Massachusetts Institute of Technology.

Anna Maria Niemczyc-Antoniak '05, *Warner Gardner Fletcher Fellow in International Education.* New York University.

Rachel Eve Nisselson '00, *Amherst Memorial Fellow in French Literature.* Vanderbilt University.

Douglas Norton '05, *Amherst Memorial Fellow in Economics.* Yale University.

Owen Kelly Neill '07, *John Mason Clarke 1977 Fellow in Paleontology and Geology.* University of Hawaii.

Andre Perez '07, *Amherst Memorial Fellow in Japanese.* International Christian University.

Tsvetelina V. Petkova '06, *John Woodruff Simpson Fellow in Mathematics.* Columbia University.

Julian M. Petrin '05, *John Woodruff Simpson Fellow in Law.* Columbia University.

Toan Pho '06, *Forris Jewett Moore Fellow in Organic Chemistry.* University of California at Santa Barbara.

Sanjay Pinto '99, *Amherst Memorial Fellow in Sociology.* Harvard University.

Steven Potter '01, *Edward Poole Lay Fellow in Music Composition.* King's College London.

Daniel Ricardo Quiles '97, *Amherst Memorial Fellow in Art History.* City University of New York.

Joseph J. Rachiele '05E, *Forris Jewett Moore Fellow in Philosophy.* Princeton University.

Altaf H. Rahamatulla '06, *John Woodruff Simpson Fellow in Public Policy.* Rutgers University.

Nathaniel Isaac Reden '05, *Forris Jewett Moore Fellow in Physics.* Brandeis University.

Kevin Andrew Riordan '01, *Amherst Memorial Fellow in English Literature.* University of Minnesota.

Alison Peterson Rung '05, *Amherst Memorial Fellow in English Literature.* Stanford University.

Alexis Salas '00, *Amherst Memorial Fellow in Art History.* University of Chicago.

Anna Savage '04, *John Mason Clarke 1977 Fellow in Paleontology and Geology.* Cornell University.

Dylan Schneider '06, *Edward Poole Lay Fellow in Music Composition.* University of Chicago.

Debanti Sengupta '06, *Forris Jewett Moore Fellow in Chemistry.* Stanford University.

Megan Shields-Stromsness '03E, *Amherst Memorial Fellow in the History of Science.* Harvard University.

Daniel Shore '02, *Amherst Memorial Fellow in English Literature.* Harvard University.

Adrienne Showler '05, *John Woodruff Simpson Fellow in Medicine.* University of Ottawa.

Brian Simoneau '99, *Amherst Memorial Fellow and Henry P. Field Fellow in English and American Literature.* Boston University.

Kevin Soltau '01, *Amherst Memorial Fellow in Art and Art Education.* Columbia University.

Andrew Jeffrey Spadafora '04, *Forris Jewett Moore Fellow in History.* Harvard University.

Lucas Boone Foltz Strelow '03, *John Woodruff Simpson Fellow in Law.* University of Wisconsin.

Chantae Sharee Sullivan '07, *John Woodruff Simpson Fellow in Medicine.* Yale University.

Martin Todd Sutler '98, *Amherst Memorial Fellow in Elementary Education.* Bank Street College of Education.

Jes Therkelsen '02, *Roland Wood Fellow in Film and Visual Arts.* American University.

Erika Silver Tietjen '07, *Amherst Memorial Fellow in Russian History and Ethnography.* The European University at St. Petersburg.

Sarah Emilie Trouslard '00, *Edward Poole Lay Fellow in Music.* City University of New York.

Andy T. Tsai '03, *John Woodruff Simpson Fellow in Medicine.* Albany Medical College.

George T. Tsai '02, *Forris Jewett Moore Fellow in Philosophy.* University of California at Berkeley.

Denise Ama Foriwaa Twum '06, *John Woodruff Simpson Fellow in International Public Health.* The Johns Hopkins University.

Matthew Hoyt Van Etten '02, *Amherst Memorial Fellow in International Relations and American Foreign Policy.* University of Washington.

Penelope VanTuyl '03, *Charles B. Rugg Fellow in Law.* University of California at Berkeley.

Katherine Adrian Vondy '02, *Roland Wood Fellow in Film Production.* University of Southern California.

Beatriz Wallace '04, *Amherst Memorial Fellow in Photojournalism.* University of Missouri at Columbia.

Paris Wallace '04, *John Woodruff Simpson Fellow in Public Policy.* Harvard University.

Xiaoyu Wang '06, *John Woodruff Simpson Fellow in Political Philosophy.* University of California at Berkeley.

Meredith Sara Weill '01, *John Woodruff Simpson Fellow in Law.* University of Michigan.

Monica Westin '05, *Amherst Memorial Fellow in English Literature.* University of Chicago.

Paul Spencer Whiting '04, *John Woodruff Simpson Fellow in Medicine.* Harvard University.

Paul Michael Williams '02, John Woodruff Simpson Fellow in Law. University of Calgary.

Kathryn Wilson '06, *Evan Carroll Commager Fellow in Greek and Latin Literature.* University of St. Andrews.

Jae Ha Woo '07, *George A. Plimpton Fellow in Philosophy of Religion.* Yale University.

David Wright '04, *George Stebbins Moses Memorial Fellow in Divinity.* Princeton University.

Ryan Yeung '04, *John Woodruff Simpson Fellow in Public Administration.* Syracuse University.

Emily Anne Zandy '07, *George A. Plimpton Fellow in History of Art and Visual Studies.* Oxford University.

Bo Zheng '99, *Amherst Memorial Fellow in Art History.* Northwestern University.

NATIONAL FELLOWS AND SCHOLARS

Hua Chai '09, *Goldwater Scholar*
Colin Godwin '07, *Churchill Scholar*
Gregory Hedin '07, *Fulbright Scholar,* Germany
Benjamin Lockwood '08, *Beinecke Scholar*
Catherine Macdonald '07E, *Watson Fellow*
Nicholas Michlewicz '07, *Watson Fellow*
Adeline Oka '07, *Fulbright Teaching Assistantship,* Spain
Hilary Palevsky '07, *Watson Fellow*
Victoria Sehgal '08, *Truman Scholar*
Kipp Weiskopf '07, *Churchill Scholar*

AMHERST-DOSHISHA FELLOW

Patrick Savage '07, Amherst House, Doshisha University, Kyoto

Prizes and Awards

AMERICAN STUDIES

The Doshisha American Studies Prize, a gift from Amherst House, Doshisha University, is awarded for the American studies honors thesis judged by the Department of American Studies as most likely to stimulate interest in and understanding of America overseas, with a view toward possible publication in Japan.
Divided between Katherine Cain Hudson '07 and Daniel Jarvis Wheeler '07.

The George Rogers Taylor Prize is awarded to the student who, in the opinion of the American Studies Department, shows the most promise for creative and scholarly work in American Studies.
Jacob Charles Maguire '07.

The Stephen E. Whicher Prize, established in memory of Stephen E. Whicher '36, is awarded for the best essay by a senior in the interpretation of American literature in the Department of English or American Studies.
Katherine Cain Hudson '07.

ANTHROPOLOGY/SOCIOLOGY

The Donald S. Pitkin Prize in Anthropology-Sociology, established in honor of the founder of that department on the occasion of his retirement, is given to that student whose honors thesis best exemplifies the humane values to which Professor Pitkin committed his research and teaching.
Divided between Alison Frank Klurfeld '07 and Maria Elizabeth Millard '07.

ASIAN LANGUAGES AND CIVILIZATIONS

The Doshisha Asian Studies Prize from the income of a gift from Amherst House, Doshisha University, is awarded for the best undergraduate honors thesis pertaining to Asia.
Lola Maria Marquez Milholland '07.

ASTRONOMY

The Porter Prize, established by the late Eleazer Porter of Hadley, is awarded for proficiency in first-year astronomy.
Divided between Todd Marshall Schell '09 and Austin Vincent Yim '07.

ATHLETICS

The Manstein Family Award, given by Carl '72, Mark '74 and Joanne Manstein '83, is presented to the outstanding senior varsity athlete who has been accepted to medical school and plans a career in medicine. The prize is awarded by the Department of Physical Education.
Daniel Jarvis Wheeler '07.

BIOLOGY

The James R. Elster Award for research in biology was created in memory of James R. Elster '71, by his parents, Dr. and Mrs. Samuel K. Elster. This fund has been established for the purpose of providing support in the summer months for a research project to be undertaken by an undergraduate in the Department of Biology.
Lynda Maria Hunt-Dorta '08.

The Sawyer Prize is awarded to that second-semester sophomore who, in the opinion of the Biology Department, has shown the most promise as a student of biology.
Divided between John Samuel Barbieri '09 and Katerina Lyubomirova Byanova '09.

The Oscar E. Schotté Award is given to that member of the graduating class who, in the opinion of the department, has done the best independent work in biology.
Divided between Colin Douglas Godwin '07 and Kipp Andrew Weiskopf '07.

The Oscar E. Schotté Scholarship Prize is awarded to a member of the junior or senior class majoring in science to enable completion of a special project during the summer.
Divided among Callie Savannah Fogler '07, Daniel Alexander Gold '07 and Jonathan Hebbel Perez '07.

The William C. Young Prize, established in memory of William C. Young '21, is awarded to a talented student from the Biology Department to undertake a summer course, a specialized program at an advanced school or institute, a summer field program or research at a specialized laboratory.
Julian Damashek '09.

BIOLOGY AND GEOLOGY

The Harvey Blodgett Scholarship, established by Frederick H. Blodgett in memory of his grandfather, Harvey Blodgett of the Class of 1829, is awarded to aid student work in biology and geology in their educational phases as distinct from their more technical and strictly scientific phases.

combined with

The Phi Delta Theta Scholarship, established by the Phi Delta Theta Fraternity, is awarded as a scholarship at the Woods Hole Marine Laboratory to a student for proficiency in biology.
Sharon Anne Henderson '09E.

BLACK STUDIES

The Edward Jones Prize is given in honor of the College's first black alumnus. It is awarded by the Black Studies Department to a graduating senior for the best honors thesis which addresses a present or future issue of concern to black people in Africa and the Diaspora.
Divided between Katina Faye Hubbard '07 and Jacob Charles Maguire '07.

CHEMISTRY

The Howard Waters Doughty Prize is awarded to that member of the senior class who, in the opinion of the Chemistry Department, has prepared the best honors thesis.
Divided between Joshua Eric Levenson '07 and Chantae Sharee Sullivan '07.

The Frank Fowler Dow Prizes, established by Fayette B. Dow in memory of his father, are awarded to a senior preparing to enter medical school and whose undergraduate work indicates a career of distinction in medicine.
Divided between Nitya Kalyani Viswanathan '07 and Kipp Andrew Weiskopf '07.

The Everett H. Pryde Research Award is presented annually to a senior who has been an outstanding teaching assistant in chemistry and who shows great promise for carrying out research in science or medicine.
Divided between Joshua Eric Levenson '07 and Chantae Sharee Sullivan '07.

The White Prize is awarded by the Chemistry Department to that chemistry major in the junior class who seems most likely to benefit from a summer's research experience at Amherst. It consists of a summer fellowship.
Divided between Cristina Irimia '08 and John Angiolillo '08.

The David R. Belevetz '54 Memorial Fund Award in Chemistry was established by family and friends of David R. Belevetz and is awarded to support the work

of an Amherst student engaged in preparing a senior honors thesis, as determined by the Chemistry Department Faculty.
Furqan Muhammad Fazal '08.

CLASSICS

The Anthony and Anastasia Nicolaides Award, established by Cleanthes Anthony Nicolaides '68, in honor of his parents and in testimony of their belief in the goodness of science, is awarded to the senior who presents the best thesis on the topic of Greek science and mathematics from Homeric times to 1453 A.D.
Not awarded 2006-07.

COMPUTER CENTER

The Computer Center Prize is awarded for outstanding contributions in the application of the computer to a broad range of academic disciplines, and for generous help to many students and faculty at the Computer Center.
Not awarded 2006-07.

COMPUTER SCIENCE

The Computer Science Prize is awarded to a senior who has completed an honors thesis and who, in the opinion of the Department of Mathematics and Computer Science, has achieved the best performance in the study of computer science. The award is based on the thesis and overall achievement in computer science.
Not awarded 2006-07.

ECONOMICS

The Bernstein Prize, funded by a gift from the Bernstein family in honor of the work their son, Jeffrey '91, did at Amherst College, is awarded to the senior who has done particularly outstanding honors work in economics.
Plamen Toshkov Nenov '07.

The Economics Department Junior Class Prize, awarded to that member of the junior class who, in the opinion of the Economics Department, has achieved a record of excellence in the study of economics at Amherst College.
Divided between Anne Francis Augustine '08 and Qingsi Zhu '08.

The Hamilton Prize, established by his former students in memory of Professor Walton Hale Hamilton, distinguished member of the Department of Economics from 1915 to 1923, is awarded to that student other than a senior who ranks highest in the introductory economics course.
Divided among John Samuel Barbieri '09, Ryan Jason Bone '09,
Tasha Latriese Drake '09, and Benjamin Michael Ewbank '10.

The James R. Nelson Memorial Award and The James R. Nelson Prize were established from the income of a fund established by former students, colleagues and friends to encourage and recognize the scholarly and humane qualities that Professor Nelson exemplified and sought to foster in his students.

The James R. Nelson Memorial Award is presented to that senior who, in the opinion of the Economics Department, has achieved excellence in the study of economics while pursuing a broad liberal education.
Divided among Penka Aleksandrova Kovacheva '07,
Anoop Ramachandran Menon '07 and Plamen Toshkov Nenov '07.

The James R. Nelson Prize is awarded to the senior who, in the opinion of the Economics Department, has written a distinguished honors thesis that applies economic analysis to an important question of public policy.
Timothy Hisao Shapiro '07.

ENGLISH

The Academy of American Poets Prize is awarded annually for the best poem or group of poems, preferably on nature, submitted by an undergraduate.
Emma Baker Gorenberg '07.

The Armstrong Prize, established in part by Collin Armstrong of the Class of 1877 in memory of his mother, Miriam Collin Armstrong, is awarded to members of the freshman class who excel in composition.
Not awarded 2006-07.

The Collin Armstrong Poetry Prize, established in part by Mrs. Elizabeth H. Armstrong, is awarded to the undergraduate author of the best original poem or group of poems.
Michael James Canavan '08E.

The Elizabeth Bruss Prize is presented to that senior English major who in the judgment of the English Department best represents those qualities of breadth and imagination exemplified by Elizabeth Bruss.
Meghan Lianne Kemp-Gee '07.

The Corbin Prize, established by the estate of William Lee Corbin of the Class of 1896, is awarded for an outstanding original composition in the form of poetry or an informal essay.
Divided between Priyanka Anne Jacob '07 and
Lola Maria Marquez Milholland '07.

The G. Armour Craig Award for Prose Composition is awarded to that junior or senior who writes the best autobiographical essay on an experience of intellectual discovery.
Not awarded 2006-07.

The Peter Burnett Howe Prize for excellence in prose fiction was established by a gift from Robert B. Howe '30 in memory of his son Peter Burnett Howe '60.
Emmalie Rose Dropkin '07.

The Rolfe Humphries Poetry Prize is presented to that senior who has achieved the greatest sense of poetic form in his or her undergraduate writing. The award is made on the basis of three submissions to the English Department in the applicant's senior year and may include writing produced during the undergraduate years.
John North Radway '07.

The Harry Richmond Hunter Jr. Prize, established in memory of Harry Richmond Hunter Jr. '29, by his parents, is awarded to that member of the sophomore class who presents the best essay on a topic approved by the English Department.
Divided between Rachel Elizabeth Greenberg '09 and Anna Rachel Mullen '09.

The James Charlton Knox Prize was established by the friends of Jim Knox '70, to honor his memory and recognize his abiding interest in English literature. It is given to the outstanding English student who demonstrates the greatest integration of scholarship, interest and creativity in the study of English.
Meghan Lianne Kemp-Gee '07.

The MacArthur-Leithauser Travel Award, from the income of a gift by the MacArthur Foundation to the College in 1985 at the request of Brad Leithauser, MacArthur Fellow and Visiting Writer at the College for 1984-85, is given annually by the English Department to a sophomore or junior of creative promise who might most benefit from exposure to a foreign landscape, for the purpose of enabling the student to travel outside the continental United States.
Xiao Qian Huang '09.

The Ralph Waldo Rice Prize, established by Mrs. Mary Rice Jenkins in memory of her brother of the Class of 1910, is awarded for the best essay on "The Liberal College and Christian Citizenship" or any subject named by the faculty.
Divided between Jordan Robert Brower '07 and John North Radway '07.

The Laura Ayres Snyder Poetry Prize, endowed by a gift from Jeffrey F. Snyder '60, in honor of his daughter, Laura Ayres Snyder '89, is awarded to a member of the junior class and is intended to subsidize a student-poet during the summer between his or her junior and senior years. The judges of the prize are one faculty member each from the Departments of English, Philosophy, and Physics in even numbered years and English, History, and Biology in odd numbered years.
Marina Read Weiss '08.

The Stephen E. Whicher Prize, established in memory of Stephen E. Whicher '36 for the best essay by a senior in the interpretation of American literature in the Department of English or American Studies.
See American Studies.

FINE ARTS

The Associates of Fine Arts of Amherst College Summer Fellowships in the History of Art and in the Practice of Art are intended to encourage and support proposals for programs of summer study in fine arts. Students may propose participation in an established summer program or may present proposals for individual study without restriction as to state or country. Proposals are invited from any fine arts major with at least one semester left at Amherst after the completion of the fellowship.
Mead/Fine Arts Summer Fellowships in the History of Art:
Normandy Elizabeth Vincent '08 and Joan Victoria Flores '10.

The Hasse Prize, established in memory of Adrian H. Hasse '43, is awarded for the best submitted work having a human figure as a theme.
Divided between Sawa Matsueda '07 and Mia Yu '07.

The Anna Baker Heap Prize, established by Arnold N. Heap of the Class of 1873, is awarded to that senior who submits the best essay in the field of "Art."
Divided between Christianna Susan Bonin '07 and Gabrielle Larissa Ruddick '07.

The Athanasios Demetrios Skouras Prize, given in memory of Mr. Skouras of the Class of 1936, who died in 1943 in Athens as a result of Nazi reprisal killings, is awarded to a student who, in the opinion of the Fine Arts Department, has created an outstanding work of art.
Jeffrey Koichi Dalessandro '07.

The Wise Fine Arts Award is presented annually in the spring to a student in the College for distinction in the completion of an original work or works of art and the purchase thereof. The prize-winning work of art will become the property of the Trustees of Amherst College.
Alexandra Broton Boyle '07.

FRENCH

The Jeffrey J. Carre Award, established in 1983 by his family, friends, professional colleagues and students, is presented to a sophomore or junior who has demonstrated excellence in the French language. The prize is to be used toward travel in France during the summer following the award.
Normandy Elizabeth Vincent '07.

The Frederick King Turgeon Prize in French Literature was established by former students of Professor Turgeon upon the occasion of his retirement. It is used for the award of a book to the student who has done particularly distinguished work in French during the year.
April Ming-Yi Xin '07.

GEOLOGY

The Richard M. Foose Scholarship Prize, established by alumni and friends to honor Professor Richard M. Foose at the time of his retirement after 23 years of service to Amherst College, is awarded annually to a student or students on the recommendation of the Department of Geology, to support summer field/research in geology.
Divided among Elizabeth Ann Brown '08, Sharon Anne Henderson '09E, Brendan Kelly Horton '08, Adam Robert Lerner '09, Allan Henry Lerner '10, Leslie Grace Moclock '10E, Jessica Leigh Moody '10, Bradley James Pearson '08, Jessica Lee Rhoades '09, Lisa Miguel Smith '09, Alexander Sebastian Urquhart '08.

The Walter F. Pond Prize, established in honor of Walter Pond '07, is awarded to the senior who has submitted the best honors thesis in geology.
Hilary Ilana Palevsky '07.

The David F. Quinn Memorial Award is awarded in memory of David Quinn '80 to an outstanding senior who, during his or her undergraduate career, has made a positive contribution to geology at Amherst through character, leadership, enthusiasm, and participation in departmental activities.
Meghan Elizabeth Dickoff '07.

The Warren Stearns Prize is awarded to that student at the end of the junior year who, in the judgment of the staff of the Department of Geology, has shown the greatest promise for success as a geologist. The prize consists of a Brunton compass with field case, the most versatile field tool of the geologist.
Lidya Grace Tarhan '08.

GERMAN

The Consulate General Prize for Academic Achievement in German Literature, made available by the Consulate General of the Federal Republic of Germany in Boston, is awarded to that student who, in the judgment of the Department of German, has written the best paper as part of a German course.
Emilie Mireille Friedlander '07.

The Consulate General Prize for German Studies is made available by the Consulate General of the Federal Republic of Germany in Boston. It is awarded to that junior or senior who, in the judgment of the Department of German, has made a superior contribution to any aspect of German studies.
Octavia Daniela Foarta '09 and Anna Mari Lone '07.

GREEK

The William C. Collar Prize, established by William C. Collar of the Class of 1859, is awarded to the member of the freshman class who has made on a written examination the best version in English of a previously unseen page from some Greek author.

First Prize: Sharon Yoojin Kim '10.
Second Prize: Divided among Michelle Marie Barron '10,
Joyce Victoria Catsimpiris '10 and Allison Simone McGill '10.

The Hutchins Prize, established by Waldo Hutchins of the Class of 1842, is awarded to a senior for excellence in Greek.

Divided among Janet Kim Ha '07, Patrick John McGrath '07 and
Jennifer Ann Roberge '07.

HISTORY

The Asa J. Davis Prize is awarded to a student who has demonstrated outstanding achievement in the study of the History of Africa and the Black Diaspora and whose work best reflects the comprehensive interest of Asa Davis in historical and cultural contacts between Africa, the Old World and the Americas.

Jordan Edward McKay '07.

The Alfred F. Havighurst Prize, intended for the purchase of books, is awarded to that major in the Department of History who has in four years at Amherst best fulfilled the standards of excellence and humane scholarship exemplified by Professor Havighurst during his teaching career at Amherst College.

Divided between Christopher James Forney '07 and
Catherine Claire MacDonald '07E.

JOURNALISM

The Samuel Bowles Prize, established by Samuel Bowles King '02, to stimulate interest in journalism as a career, is awarded to a student who has demonstrated proficiency in journalism.

Andrew Stephen Bruns '07.

LATIN

The Bertram Prizes, established by John Bertram of Salem, are two prizes awarded to students who, together with attaining a high average in the Latin courses of the senior year, present the best essays connected with these courses.

Senior First and Second divided among Janet Kim Ha '07,
Megan Cara Ingraham '07, and Patrick John McGrath '07.

The Billings Prizes were established by Frederick Billings in memory of Parmly Billings of the Class of 1884. Two prizes are awarded for general excellence in the Latin courses of the sophomore year, together with the best essays on special topics connected with the authors read in that year.

Sophomore First: Joanna Lucy Rifkin '09.
Sophomore Second: Michael Jay Chernicoff '09.

The Crowell Prizes were established in memory of Edward Payson Crowell of the Class of 1853. Two prizes are awarded—one for the highest scholarship in freshman Latin courses and the other to the students who, together with attaining a high average in the Latin courses of the junior year, present the best essays on some approved topic connected with the junior Latin course.

Freshman First: Sharon Yoojin Kim '10.
Freshman Second: Alexandra Conway Schmidt '10.
Junior First and Second combined and divided between:
Elizabeth Ann Ditmore and Kristina Norman Green '08.

The Dr. Ernest D. Daniels Latin Prize, established in honor of Dr. Daniels of the Class of 1890, is awarded to the graduating senior who has submitted the best honors thesis on a Latin subject.

Divided between Kirsten Virginia Forsberg '07 and Novika Ishar '07.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

The Robert Cover Prize honors the memory of Robert Cover, a distinguished legal scholar whose work inspired the humanistic conception of law in the liberal arts embodied in Amherst's Department of Law, Jurisprudence and Social Thought. It is given annually to a graduating senior for distinguished achievement in that major.

Debby Goan '07.

LIBRARY

The Frederick S. Lane '36 Prizes (formerly known as Friends of Amherst College Library Prizes) for Student Book Collections are awarded to the entrants in the Student Book Collection Competition who demonstrate strong interests in book collecting and who present good, beginning collections.

First: Not awarded 2006-07.
Second: Ryan Alexander Peeks '09.
Third: Divided between John Francis Lenehan '08 and
Christopher James Forney '07.

The Frederick S. Lane '36 Prize for Excellence in Book Collecting (formerly known as the M. Abbott Van Nostrand Prize for Excellence in Book Collecting) is awarded by the Friends of Amherst College Library to the entrant in the Student Book Collecting Competition who demonstrates considerable experience, knowledge, and ability in the field of book collecting.

Not awarded 2006-07.

MATHEMATICS

The Robert H. Breusch Prize is awarded to the senior who, in the opinion of the faculty in mathematics, has presented the best honors thesis in mathematics.

Benjamin Allen Purkis '07.

The Walker Prizes were established by William J. Walker of Newport, Rhode Island. Two prizes are awarded for proficiency in mathematics of the first year and two prizes for proficiency in mathematics of the second year. In each case the award is determined by an examination.

Freshman First: Ezra Aaron Cohn '10.
Freshman Second: Divided between Benjamin Godfrey Krause '10 and
Matthew Humes Borkowski '10.
Sophomore First: Michael Alan Solomon '09.
Sophomore Second: Octavia Daniela Foarta '09.

MUSIC

The Sylvia and Irving Lerner Piano Prize is awarded to that student who has demonstrated the greatest skill and musicianship as a pianist.
Timothy Cheng '07.

The Mishkin Prize, established by the Friends of Music, is awarded in memory of Professor Henry G. Mishkin to that senior selected by the Department of Music who produces the best thesis on a critical or musical topic.
John North Radway '07.

The Lincoln Lowell Russell Prize, established by J. W. Russell Jr. of the Class of 1899 in memory of his son, is awarded to the seniors who have done most to foster the singing spirit at Amherst.
Divided among John Lewis Buchman '07, Tara Kulkarni '07, and Katherine Down Willis '07.

The Eric Edward Sundquist Prize, established in memory of Mr. Sundquist of the Class of 1936, is awarded to that senior who has demonstrated excellence in musical composition and performance.
Amrita Vijayaraghavan '07.

NEUROSCIENCE

The James Olds Memorial Neuroscience Award, established by the Swerdlow Family Foundation in recognition of the contributions made to the neurosciences by Dr. Olds of the Class of 1947, is presented to the student whose research in the neurosciences is judged, by the faculty of the Neuroscience Program, to be of highest quality.
Mark Yarchoan '07.

PHILOSOPHY

The Gail Kennedy Memorial Prize is awarded to a senior major in Philosophy in recognition of a distinguished honors essay.
Divided between Julijs Jekabs Liepins '07 and Andrew Cath Rubenstein '07.

PHYSICS

The Bassett Physics Prizes were established by Preston Rogers Bassett '13. Two prizes may be awarded each year to those students who have distinguished themselves by the excellence and maturity of their performance in the class and laboratory work of the first course in Physics.
Divided between David Joseph Wadden '10 and Tadeusz Pudlik '09.

The William Warren Stifler Prize, established by Professor Stifler, is awarded to a senior who has majored in physics and especially excelled in the course on electricity and magnetism.
Alexander Willard Bridges '07.

POLITICAL SCIENCE

The Densmore Berry Collins Prize in Political Science is given annually in memory of Mr. Collins, of the Class of 1940, for the best honors thesis in political science.
Divided between Christopher Pochon '07 and Denise Wei-Hua Tsai '07.

PSYCHOLOGY

The Haskell R. Coplin Memorial Award, established in memory of Mr. Coplin, Professor of Psychology, recognizes that member of the graduating class who, in the opinion of the Psychology Department, displays the scholarly and humane qualities that best exemplify Professor Coplin. The prize is to a senior who has shown distinguished work in psychology classes and in an honors thesis, and who has contributed to the life of the department.
Divided between Eliot Henry Brockner '07 and
Madeleine Ivory Rose Levine '07.

PUBLIC SPEAKING

The Bancroft Prizes, established by Frederic Bancroft of the Class of 1882, are awarded to the two seniors who produce the best orations. Both composition and delivery are considered.
First: Marisa Christina Maleck '07.
Second: Stuart Abel Landesberg '07.

The Gilbert Prize, established by William O. Gilbert of the Class of 1890, is awarded to a member of the junior class who produces the best oration. Both composition and delivery are considered in making the award.
Brian Nicolas Lewis '08.

The Hardy Prizes, established by Alpheus Hardy of Boston, are awarded for excellence in extemporaneous speaking.
First: Marisa Christina Maleck '07.
Second: Erik Levy Schulwolf '10.

The Kellogg Prizes, established by Rufus B. Kellogg of the Class of 1858, consist of two prizes that are awarded to members of the sophomore or freshman classes for excellence in declamation.
First: Phuong Thu Tran '09.
Second: Mason Scott Bradbury '10.

The Rogers Prize was given by Noah C. Rogers of the Class of 1880 and is awarded for excellence in debate.
Marisa Christina Maleck '07.

RELIGION

The Moseley Prizes, established by Thomas Moseley of Hyde Park, are awarded to seniors for the best essays on a subject approved by the Department of Religion.
First: Divided between Arvind Sabu '07E and Mary Thomas Voter '07.
Second: Divided between Jae Ha Woo '07 and Marjorie Jayne Griffin Yano '07.
Third: Divided among Natashia Denise Hines '07, Anthony Abraham Jack '07 and Heather Ruth Van Dusen '07.

RUSSIAN

The Carol Prize in Russian, given by David James Carol '77 in honor of his parents, Joseph and Roberta, is awarded to the student who has demonstrated the greatest dedication and commitment to Russian.
Erika Silver Tietjen '07.

The Mikhail Schweitzer Memorial Book Award, established by students, parents and friends in fond memory of Mikhail Schweitzer, survivor of the Soviet

Gulag, author, and custodian at Amherst College, for the award of books to the student who, in the judgment of the Russian Department, most shares Misha Schweitzer's love of Russian literature and culture.
John North Radway '07.

SPANISH

The Pedro Grases Prizes for Excellence in Spanish is given by a member of the Class of 1939 to honor a great teacher and cordial scholar. It is awarded each year to that senior who has shown the greatest progress in the ability to read Hispanic literature with insight and to write and speak Spanish with intelligence and humane sensitivity.
Divided between Erik Austin Lund '07 and Michael James Silverman '07.

THEATER AND DANCE

The Raymond Keith Bryant Prize, an annual gift from Robert E. and Ethel M. Bryant in memory of their son of the Class of 1936, is awarded to that student who, in the opinion of the judges, gives the best performance of the year in a Masquers' play.
Divided among Brian Nicholas Lewis '08, Catherine Claire Macdonald '07E, and Honora Carlile Talbott '07.

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship from a fund established by Addison Brown of the Class of 1852, is awarded to that senior who, being already on the scholarship list, has attained the highest standing in the studies of the freshman, sophomore and junior years.
Anoop Ramachandran Menon '07.

The Samuel Walley Brown Scholarship, established by Samuel Walley Brown of the Class of 1866, is awarded to that member of the junior class who, in the estimation of the Trustees, ranks highest in his/her class in character, class leadership, scholarship, and athletic ability.
Katherine Lauren Walter Chen '08.

The Charles W. Cole Scholarship is awarded each year to the undergraduate with an established financial aid need, who, after two years at Amherst, stands highest in the academic rank of the sophomore class. The recipient will be designated "Charles W. Cole Scholar" and will carry the award for the junior and senior years at Amherst.
Nora Alice Batchelder '08.

The Charles Hamilton Houston Fellowship is an annual gift awarded to a graduating senior who best personifies a commitment to realizing his or her humane ideals, much in the way Charles Houston '15 devoted his life to the struggle for equal protection under the law for African-Americans in the United States.
Sarah Avery Long '07.

The Howard Hill Mossman Trophy, awarded annually to the member of the senior class who has brought, during his/her four years at Amherst, the greatest honor in athletics to the Alma Mater—the word "honor" to be interpreted as relating both to achievement and to sportsmanship.
Shauneen Meghan Garrahan '07.

The Gordon B. Perry Memorial Award is given to a freshman in good academic standing, whose participation and attitude in freshman athletics and other activities are outstanding.
Krystyn April Elek '10.

The Psi Upsilon Prize was established by the Gamma Chapter of Psi Upsilon in 1941 on the occasion of the centennial anniversary of the founding of the Chapter. The prize is awarded to that member of the graduating class who is considered preeminent in scholarship, leadership, athletics and character.
Divided between Shauneen Meghan Garrahan '07 and Daniel Jarvis Wheeler '07.

The John Sumner Runnells Memorial, established in memory of John Sumner Runnells of the Class of 1865, is awarded to that member of the junior class who, in the opinion of the Trustees of the College, is preeminent in his/her zeal for knowledge and industry to attain it.
Oscar Alejandro Baez '08.

The Obed Finch Slingerland Memorial Prize is awarded by the Trustees of the College to a member of the senior class, who has shown by his/her own determination and accomplishment the greatest appreciation of and desire for a college education.
Anthony Abraham Jack '07.

The Stonewall Prize, established by David L. Kirp '65 and other alumni, is awarded annually to that student who produces a work of exceptional intellectual or artistic merit pertaining to the gay, lesbian or bisexual experience.
Jennifer Drew Cotton '07.

The Woods-Travis Prize, an annual gift in memory of Josiah B. Woods of Enfield and Charles B. Travis of the Class of 1864, is awarded for outstanding excellence in culture and faithfulness to duty as a scholar.
Penka Aleksandrova Kovacheva '07.

Enrollment

CLASSIFICATION BY RESIDENCE

(Fall 2006)

UNITED STATES

New York	297	Ohio	28
Massachusetts	195	Maine	25
California	162	Washington	23
New Jersey	98	Michigan	16
Connecticut	85	Vermont	15
Florida	73	New Hampshire	14
Maryland	57	Missouri	13
Pennsylvania	57	Oregon	12
Illinois	55	Georgia	11
Texas	45	Wisconsin	11
Virginia	33	District of Columbia	10
Colorado	29	New Mexico	10
Minnesota	28	Indiana	9

North Carolina	9
Arizona	8
Hawaii	8
Kentucky	7
Rhode Island	7
Louisiana	6
South Carolina	6
Tennessee	6
Alabama	4
Alaska	4
Iowa	4
Mississippi	3
Nevada	3
West Virginia	3
Montana	2
South Dakota	2
Arkansas	1
Delaware	1
Idaho	1
Kansas	1
Nebraska	1
Oklahoma	1
Non-resident U.S. Citizens	26
Total	1,525

NON-USA

Canada	17
Korea	12
Bulgaria	11
India	11
China	8
Japan	5
Ghana	4
Jamaica	4
Romania	4
Singapore	4
United Kingdom	4
Vietnam	4
Kenya	3
Turkey	3
Russian Federation	2
South Africa	2
Trinidad and Tobago	2
Zimbabwe	2
Australia	1
Brazil	1
Colombia	1
Cote D'Ivoire	1
Estonia	1
France	1
Guatamala	1
Honduras	1
Indonesia	1
Israel	1
Liberia	1
Mauritius	1
Myanmar	1
Nepal	1
New Zealand	1
Nigeria	1
Poland	1
Slovakia	1
Switzerland	1
Tanzania	1
Venezuela	1
Total	123

SUMMARY OF ENROLLMENT FALL 2006*

Seniors, Class of 2007	392
Juniors, Class of 2008	375
Sophomores, Class of 2009	442
First-Year Students, Class of 2010	439
Total	1,648

---

*Not included are the 86 students who were on leaves of absence away from Amherst as of the first semester, 2006-07.

Index

Administrative and Professional Officers 29
Admission 49
African Studies Certificate Program 375
American Studies 86
Amherst College 41
Anthropology 93
Arabic 122
Art and Art History 103
Asian Languages and Civilizations 117
Associated Kyoto Program, The 43
Astronomy 129

Bachelor of Arts 67
Biology 133
Black Studies 141
Bruss Seminar 149
Buddhist Studies 378

Calendar, 2007-08 6
Certificate in African Studies 375
Certificate in Asian/Pacific/American Studies 376
Certificate in Buddhist Studies 378
Certificate in Culture, Health and Science 378
Certificate in International Relations 379
Certificate in Latin American and Caribbean Studies 380
Certificate in Logic 381
Chemistry 149
Chinese 123
Classics 153
Colloquia 158
Computer Science 263
Conduct 59
Cooperative Doctor of Philosophy 73
Corporation of the College 8
Course descriptions 77
    American Studies 86
    Anthropology 93
    Arabic 122
    Art and Art History 103
    Asian Languages and Civilizations 117
    Astronomy 129
    Biology 133
    Black Studies 141
    Bruss Seminar 149
    Chemistry 149
    Chinese 123
    Classics 153
    Colloquia 158
    Computer Science 263
    Creative Writing 161
    Dance 348
    Economics 162
    English 170
    Environmental Studies 191
    European Studies 191
    Film and Video Arts 195
    First-Year Seminars 77
    Five College Courses 363
    Five College Dance 356
    French 197
    Geology 205
    German 209
    Greek 156
    History 218
    Japanese 125
    Kenan Colloquium 239
    Latin 157
    Latin American Studies 239
    Law, Jurisprudence and Social Thought 240
    Linguistics 256
    Mathematics and Computer Science 256
    Mellon Seminar 267
    Music 268
    Neuroscience 279
    Philosophy 280
    Physical Education 291
    Physics 291
    Pick Colloquia 297
    Political Science 299
    Premedical Studies 314
    Psychology 314
    Religion 323
    Russian 332
    Sociology 99
    Spanish 337
    Teaching 347
    Theater and Dance 348
    Women's and Gender Studies 360
Course requirements 68
Creative Writing 161

Dance 348
Degree Requirements 67
    Advisors 68
    Bachelor of Arts 67
    Cooperative Doctor of Philosophy 73
    Departmental Majors 70
    Interdisciplinary Majors 70
    Liberal Studies Curriculum 69
    Major Requirement 70
    With Honors 71
Departmental Fellowships 397
Doshisha University 44

Economics 162
Educational leaves 64
Emeriti 10
English 170
Enrollment 416

Environmental Studies 191
European Studies 191
Examinations 64
Exchange Programs and Study Abroad 43

Faculty 10
Fellows 398
Fellowships 393
Field Study 72
Film and Video Arts 195
Financial Aid 53
First-Year Seminars 77
Five College Certificate in African Studies 375
Five College Certificate in Asian/Pacific/American Studies 376
Five College Certificate in Buddhist Studies 378
Five College Certificate in Culture, Health and Science 378
Five College Certificate in International Relations 379
Five College Certificate in Latin American and Caribbean Studies 380
Five College Certificate Program in Logic 381
Five College Cooperation 42
Five College Courses 72, 363
Five College Dance 356
Folger Shakespeare Library 45
French 197

Geology 205
German 209
Göttingen Exchange 44
Grades 63
Graduate Fellows 36
Greek 156

Harassment 60
History 218
Honors 392
  Degree with 71
  Phi Beta Kappa 392
  Sigma Xi 393

Independent Scholar Program 71
Intellectual Responsibility 59
Interdisciplinary Programs 70
International Relations Certificate Program 379
Interterm 59

Japanese 125

Kenan Colloquium 239

Latin 157
Latin American Studies 239
Law, Jurisprudence and Social Thought 240
Lectureships 390
Liberal Studies Curriculum 69
Linguistics 256

Major Requirements 70
Mathematics 257
Mellon Seminar 267
Mission of Amherst College 5
Music 268
Mystic Seaport Program 43

National Theatre Institute 43
Neuroscience 279

Pass/Fail Option 63
Phi Beta Kappa 392
Philosophy 280
Physical Education 291
Physics 291
Pick Colloquia 297
Political Science 299
Premedical Studies 314
Prizes and awards 404
Professorships 385
Psychology 314

Readerships 385
Readmission 65
Refund policy 53
Regulations, general 59
Religion 323
Religious Advisors 36
Russian 332

Sexual harassment 61
Sexual relationships, policy 62
Sigma Xi 393
Sociology 99
Spanish 337
Special Topics Courses 77
Study abroad 43

Teaching 347
Theater and Dance 348
Transfer policy 66
Trustees 8
Tuition and fees 52
Twelve College Exchange 43

Voluntary withdrawals 64

Williams College—Mystic Seaport Programs in American Maritime Studies, The 43
Women's and Gender Studies 360

AMHERST COLLEGE is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association by writing: New England Association of Schools and Colleges, Inc., 209 Burlington Road, Bedford, MA 01730 (781) 271-0022.

Student Absence Due to Religious Beliefs: The Legislature has enacted and the Governor has signed into law Chapter 375, Acts of 1985. It adds to Chapter 151C of the General Laws the following new section:

> Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up the examination, study, or work requirement missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to students because of availing themselves of the provisions of this section.

AMHERST COLLEGE CATALOG
Amherst College
P.O. Box 5000
Amherst, MA 01002-5000

NON-PROFIT ORGANIZATION
UNITED STATES POSTAGE
PAID
AMHERST, MASSACHUSETTS
PERMIT NUMBER 44